Title

The provision and experience of an accredited online programme for English language teacher training: An activity systems analysis

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This thesis is submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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This thesis results entirely from my own work and has not been offered previously for any other degree or diploma. I declare that the word-length of this thesis (83143 words) which exceeds the standard maximum for the programme of study, conforms to stipulations granted and approved on behalf of the Senate of Lancaster University.

Abstract

This thesis contributes to the literature on English language teacher training. Recent discussion in that literature has emphasised the need to move from a narrow focus on skills development towards understanding whole training programmes and how their provision prepares teachers for contemporary challenges. It has also specifically highlighted the need to understand how better to integrate technology use into training programmes.

This thesis presents a case study of an online English language teacher training programme. The 'Cambridge CELTA' programme is a globally recognised English teacher training qualification which has only recently started to offer an online version. I use Activity Theory to analyse the activity systems of the programme and their contradictions, with a specific focus on identifying challenges in the integration of technology into language teacher training. Analysis draws on lesson observations, document analysis, and interviews with course candidates, tutors and managers.

My findings highlight that the provision and experience of this programme are dependent on three closely related activity systems, whose objects are credentialised learning, pedagogical support and administrative support. My findings map these activity systems and the contradictions within and between them. A fourth activity system of executive support, external to the organisation providing the programme, also plays a role but can be sketched only briefly due to the boundaries of the case. My analysis highlights several core contradictions, such as a commodification of learning and equal policy resourcing. The analysis highlights how these contradictions are generated from within and between the four activity systems.

My thesis contributes to the literature by introducing a new insight of an integrative model pedagogy to understand how language teacher training programmes intertwine theoretical and practical concerns and also proposing a technology in pedagogy proposition which is missing in the literature. In response to debates about challenges of integrating technology into language teacher training, my thesis concludes by contributing an online language

teacher training programme framework which has been designed based on an analysis of the findings.

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Acknowledgements

Special appreciation goes to my mother for her constant encouragement, love, and understanding. Her support has been my pillar of strength, motivating me to persevere in the face of challenges.

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I am also grateful to my amazing colleagues for their exceptional teamwork and support. Their insights and support were crucial in navigating the complexities of this project.

Chapter 1: Introduction

1.1 Introduction

The purpose of this thesis is to explore the provision and experience of online English language teacher training programmes. It aims to contribute to the literature on English language teacher training. In this project, I will investigate the position of technology in online language teacher training programmes. As relevant discussions in the literature indicate, there is a need to comprehend the entire training programme. We should move away from a narrow focus solely on teaching skills development, and it is essential to prepare teachers for contemporary teaching challenges. The literature also emphasises the importance of placing more emphasis on technology integration into teacher training programmes.

The position of technology in fully online language teacher training courses has fundamentally changed from supplementary and extra tools to facilitate the training process to a central factor in any online training over time. As indicated by the literature, this is a domain that necessitates further exploration, given that fully online teacher training programmes are relatively recent. Additional investigations are essential to illuminate the position of technology in these online language teacher training programmes (Lightfoot, 2019; Shin & Kang, 2018; Son, 2018; Kessler & Hubbard, 2017; Torsani, 2016; Kessler, 2012; Hubbard, 2008).

The use of technology has been clearly highlighted as a positive marketing point by various institutions[1] offering online language teacher training programmes to promote the online delivery mode of their programmes.

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[1] Some institutions which offer online language teacher training programmes:
- www.trinitycollege.com/
- www.worldtesolacademy.com/
- www.cambridgeenglish.org/teaching-english/

Therefore, researching the role of technology in online language teacher training preparation programmes is relevant and necessary.

The focus of this study is new and differs from previous investigations. As I will elaborate further in the literature review chapter, most studies in this domain have focused on the use of technology in teacher training courses and teachers' willingness to integrate technology into their classes. However, there have been few studies that highlight the role of technology in language teacher training programmes when the training itself is conducted online. This study has the potential to contribute new knowledge and arguments to academic scholarship on English language teacher training. It could potentially transform the way language teacher training programmes are discussed in the literature and add further depth to the field.

To investigate how technology can facilitate online language teacher training, I will explore the Cambridge University CELTA (Certificate of English Language Teaching to Adults) Online course. The certificate is one of the most widely recognised English teaching qualifications globally, and many language institutions and governments require it for the recognition of English teachers, offering them teaching positions and permits. Consequently, the CELTA certificate has gained significant popularity, with "Since it was introduced in the 1960s, …. every year, tens of thousands of future and current language teachers take CELTA at over 300 centres in more than 70 countries around the world" (Harrison, 2018). The introduction of fully online CELTA delivery by Cambridge English in 2021 has expanded access. All official CELTA centres worldwide have been permitted to conduct CELTA fully online since then. This fully online delivery of CELTA is a new development, creating novel opportunities for research in this domain. This widespread adoption of fully online course delivery marks an unprecedented event in the history of CELTA. As the literature indicates, there have been limited studies in this area, mainly due to the restricted accessibility of Cambridge CELTA course details, documents, and resources to external researchers. My status as an insider researcher, being a CELTA tutor, uniquely positions me to conduct this project. With access to all CELTA course details, required documents, and Cambridge

support resources, I can effectively collect data and comprehend the intricacies of the CELTA systems.

This thesis presents a case study involving an in-depth analysis of online English language teacher training. The data will be collected from a Cambridge CELTA Online course. Through the analysis of this data, I will explore the provision and experience of online English language teacher training programmes and investigate the position of technology in these programmes. The participants will include candidates, tutors, and centre managers from the CELTA Online course. Data will be derived from three sources: lesson observations, interviews, and document analysis. The project aims to produce a systematic account that maps the relationships within and between online language teacher training practices, providing an understanding of their potential issues.

1.2 Personal motivation

As a professional teacher trainer with extensive experience in various teacher training programmes and institutions, I recognise the significance of well-structured language teacher training preparation programmes and the pivotal role of technology in facilitating the training process. I observe a direct correlation between language teachers' competence and interest in technology and their performance in classes. The motivation for this project stems from my conviction that technology has the potential to revolutionise language teacher training, prompting a critical reassessment of its appropriate implementation in training programmes.

It took me approximately ten years to officially attain the status of a Cambridge University CELTA and DELTA (Diploma in English Language Teaching to Adults) tutor. Throughout this decade, I actively pursued various opportunities to qualify as a Cambridge teacher trainer. However, there was no straightforward or easy path for me to achieve this status. I encountered numerous challenges in my workplaces, which I had to overcome to eventually become a CELTA tutor. These challenges served as motivation for me to

persist, continuously develop my skills, and seek additional opportunities. During my own CELTA training course in 2008, I found the experience to be highly beneficial for critically reflecting on language teaching, as well as identifying and developing my teaching skills. The perspectives I gained as a teacher after completing the CELTA course were markedly different from those before the course. Despite not being a novice teacher at the time of taking the CELTA course, the impact on my beliefs was significant, as evidenced by the feedback received from observers of my lessons in my workplace. The CELTA course proved to be a turning point in my professional life. Subsequently, I decided to further enhance my skills beyond the course and focus more academically on teacher training. To achieve this goal, I completed my master's degree in language teacher training in 2011. Additionally, I successfully completed the Cambridge DELTA in 2013, obtaining the status of a DELTA qualified teacher.

During the initial two years of my PhD, my primary focus was on the integration of technology in language teaching. I adhered to the prescribed course structure, expanding my understanding of English language teacher training and delving into the application of technology. I also explored activity theory as a conceptual framework for my project, a topic that will be discussed in detail in Chapter three. In particular, I undertook two projects that concentrated on different facets of online English language teaching, emphasising potential challenges. Technology has consistently been a central aspect of my professional passion, and my PhD journey presented a unique opportunity to merge this passion with teacher training, generating pertinent ideas for my thesis. Upon initiating this study, my objective was to investigate language teacher training programmes with the aim of identifying and proposing a methodology for online teacher training preparation. This enthusiasm stems from the absence of any fully online teacher training programme specifically designed to equip teachers for online language teaching, prompting my keen interest in this field.

My enthusiasm and skills as a CELTA tutor, with a keen interest in the use of technology in English language teacher training, have provided me with a clear

understanding of the CELTA Online training system, which is a core aspect of my research design. I have been involved in CELTA courses and other relevant in-person and online teacher training programmes for several years, gaining a clear understanding of the principles of English Language Teaching (ELT) training. My experience in training teachers in both in-person and online courses has positioned me well to perceive differences and raise awareness of the considerations needed in either delivery mode. Unluer (2012) asserts that the researcher's role must be clearly defined for credible research, particularly in qualitative case studies. Unluer (2012) highlights the advantages and disadvantages when researchers are insiders, stating that an insider researcher must actively strive to avoid bias and preconceptions at different stages of the research. On the other hand, Unluer (2012) mentions that insider researchers can conduct credible studies as they can investigate issues from a very clear insider view. Fleming (2018) holds positive views about insider researchers, believing that they are in a strong position to understand research issues effectively.

1.3 Research context

In this study, I explore the provision and experience of online English language teacher training programmes, aiming to make a valuable contribution to the existing literature on English language teacher training. This research is situated within the broader field of language teacher training, with more specific details to be provided in (section 1.6).

Drawing on current scholarship regarding the position of language teacher training programmes in the field (Karakas, 2012; Wright, 2010; Crandall, 2000) and the integration of technology into language teacher training programmes (Ammade et al., 2018; Kessler & Hubbard, 2017; Torsani, 2016; Kessler, 2007), Chapter two will comprehensively discuss both areas. This discussion aims to paint a clear picture of relevant language teacher training and how technology has impacted training methodologies. Conducting the literature review around the position of technology in language teacher training allowed me to identify pertinent areas within this domain and determine where my work can make

meaningful contributions to the existing literature. Through this review and subsequent literature analysis, two significant areas have emerged. My study is located in the two proximate areas of scholarship which I plan to contribute to:

- Positioning language teacher training programmes
- Integration of technology use into language teacher training education

I will delve into these areas in Chapter two. Through a thorough examination of the literature in these areas, I aim to identify potential gaps and make meaningful contributions to the existing body of literature.

The first area that underwent review focused on comprehending the position of language teacher training programmes in the existing literature and emphasizing the significance of such programmes. This area was subsequently categorised into the following three themes:

- How is teacher training understood in the literature?
- Evaluation of language teacher training programmes
- Future orientation of language teacher training programmes

The arguments arisen within these themes will be discussed in Chapter two.

The second area I have reviewed is the integration of technology into language teacher education. This area was then classified under the following three themes:

- Challenges of integrating technology use into language teacher training programmes,
- Language teachers' attitudes toward adopting technology in their teaching
- Post-pandemic language teacher training transformation.

The arguments arisen within these themes will be discussed in Chapter two.

The exploration of language teacher education began primarily in the 1990s, as suggested by Karakas (2012). Since then, this area has garnered attention in various research studies, including works by Wright (2010) and Weir and

Roberts (1994). Despite these efforts, the literature indicates that this field is still relatively new, emphasising the need for additional research studies (Wright, 2010). To gain a deeper understanding of this area, the literature underscores the importance of focusing on teacher training education programmes. This is the first aspect of the literature that I will thoroughly review and discuss in Chapter two. Notably, shortcomings exist in this scholarship, such as the absence of a comprehensive model for language teacher training encompassing all crucial aspects, the need for a proper theoretical framework to design an evaluation system, and a pedagogy model covering proposed propositions, including the incorporation of technology such as AI. This project aims to make a distinctive contribution by introducing an integrative language teacher training model, providing a suitable framework for evaluating language teacher training programmes, and proposing a strategy for the integration of technology into these programmes.

Another area drawing on current scholarship is the integration of technology into language teacher education. The literature in this field underscores the significance of incorporating technology as an essential element of language teacher education (Son, 2018; Kessler & Hubbard, 2017; Torsani, 2016; Kessler, 2012; Hubbard, 2008; Luke & Britten, 2007; Kessler, 2006). Discussions in the literature have delved into the role of relevant technology in language teacher training programmes. This constitutes the second area of the literature that I will thoroughly review and discuss in Chapter two. Many researchers, including Kessler & Hubbard (2017), Torsani (2016), and Kessler (2012), argue that the integration of technology into language teaching is a crucial and deserving area of research that requires further exploration through additional studies.

There are clear shortcomings in this scholarship, such as the absence of proper standards for the integration of technology into training programmes, unclear reasons behind language teachers' attitudes towards using technology in their lessons, and a lack of a framework for online language teacher training—issues to which my study is relevant. This project can make a distinctive contribution by addressing these shortcomings. It aims to propose proper standards for the

integration of technology into language teacher training programmes, establish criteria and strategies to uncover hidden reasons behind language teachers' attitudes towards using technology in their lessons, and focus on the negative impacts of technology on language teachers. Additionally, it aims to suggest a framework for online language teacher training programmes.

1.4 Policy context

In addition to my experience and passion for teacher training courses, there are external motivational factors, including Cambridge English policies on CELTA delivery modes and government policies on language teacher training and technology use, that significantly influenced this project. I will discuss these factors below.

During the Covid-19 pandemic in 2020, Cambridge English made the decision to offer a fully online CELTA delivery mode and authorised all CELTA centres to provide CELTA Online. Since then, CELTA Online has become an official delivery mode for the CELTA course globally, creating a new avenue for candidates to receive training online. Fig 1.1 indicates three different delivery modes of the CELTA course (Cambridge English, 2023).

Face-to-face	**Teaching practice** Your classroom teaching will be: • **face-to-face** in a classroom • live, with groups of learners • observed by your trainer **Training** Your training sessions will be face-to-face with a trainer, or a combination of online study with trainer support.
Online	**Teaching practice** Your classroom teaching will be • in an **online** learning environment • live, with groups of learners • observed by your trainer **Training** Your training sessions will combine online study, live online sessions and trainer support.
Mix of face-to-face and online	**Teaching practice** Your classroom teaching will: • include lessons **face-to-face** in a classroom **and** lessons in an **online** learning environment • be live with groups of learners • be observed by your trainer **Training** Your training sessions may be face-to-face, online, or a combination of both, with trainer support.

Fig 1.1: Cambridge CELTA delivery modes

The decision by Cambridge English to offer CELTA Online in response to the Covid situation was unprecedented. What's noteworthy is that even after the pandemic concluded, they opted to continue the fully online delivery of CELTA. It's crucial to emphasise that CELTA Online adheres to the standards of the traditional, in-person CELTA, with occasional adaptations. All CELTA centres follow the same standards for training candidates, whether in-person or online. Importantly, Cambridge English has not provided specific standards for online-only CELTA courses. The policy of Cambridge English is to issue the same CELTA certificates for successful course completions without specifying the delivery mode. It appears that, according to Cambridge English, training

teachers to develop their teaching principles in both in-person and online courses is comparable. They don't believe that training language teachers online necessitates specific standards and frameworks. This policy context has significantly influenced this project, given that technology is the primary focus of my study.

The English language serves as a lingua franca across the globe, employed in various communities ranging from businesses to academia (Sung, 2013). It holds the status of the official first language in over one hundred countries worldwide and stands as the most widely adopted second language globally (translateday, 2023). The literature reflects diverse governmental policies concerning the English language and the training of English teachers (Hamid, 2020; Taladngoen, 2019; Rashid et al., 2017; Darasawang & Watson Todd, 2012). The training of English language teachers and the enhancement of their technological competence represent a global phenomenon, actively addressed by policymakers internationally.

My research will primarily focus on the governmental policies of Malaysia, particularly in the context of technology use in language teacher training programmes. This interest is rooted in my extensive experience as a language teacher trainer in Malaysia, where I have gained a deep understanding of the Malaysian government's policies concerning technology integration for language teachers and students. Over the past decade, I have been actively involved in language teacher training in Malaysia, which has provided me with valuable insights into the practical implications and challenges of implementing these policies in educational settings.

English language teachers, akin to teachers in other subjects, are compelled to enhance their competence in utilising technology to adapt to contemporary teaching situations. Given the significant advancements in educational technology, modern language students demand more sophisticated language teaching methods. Technology plays a pivotal role in facilitating the process of teaching and learning languages, making it essential for all language teachers to acquire the skills needed to use it effectively.

The government of Malaysia has planned a ten-year blueprint for their digital economy from 2020 to 2030. Part of these policies are about how to digitise education and particularly how to train teachers to use technology in their teaching. Fig 1.2 is the definition of "The Malaysia Digital Economy Blueprint" by the government of Malaysia (p. 97):

THE MALAYSIA DIGITAL ECONOMY BLUEPRINT

The Blueprint represents Malaysia's aspirations and action in accelerating growth of the digital economy to enrich and improve the wellbeing of all Malaysians. It outlines strategies and initiatives to enable Malaysia to be a regional leader in the digital economy and achieve inclusive, responsible and sustainable socioeconomic development.

Fig 1.2: Definition of the "Malaysia Digital Economy Blueprint".

The government of Malaysia have introduced "My Digital Teacher" programme to develop teachers' technology competence by 2025. Fig 1.3 is the Malaysian government's My Digital Teacher programme detail (The Malaysia Digital Economy Blueprint; p. 63) :

CHAPTER 3 ACCELERATING THE DIGITAL ECONOMY

THRUST 04 Build agile and competent digital talent

5 Introduce "My Digital Teacher" programme to encourage teachers to fully embrace the use of digital tools and technology

S1: Integrating digital skills into education at primary and secondary level

OBJECTIVE
Upskill teachers to embrace technology in teaching and learning, as well as administrative work

DESCRIPTION OF INITIATIVE
- This initiative aims to roll out a professional development programme for teachers, who will be equipped with the knowledge and digital tools to improve teaching skills and work organisation
- Co-creating a tech-based innovative solution with tech companies to enhance teachers' work organisation relating to learning plan development, teaching aids and reporting

OUTCOME
- Higher technology utilisation rate among teachers
- Enhanced capacities and capabilities of teachers in utilising digital technology
- Reduction in time spent on administrative work

Timeline: Phase 2 (2023-2025)

LEAD	TARGET
MOE	All teachers undergone My Digital Teacher training programme by 2025

Fig 1.3: Malaysian government "My Digital Teacher" programme

The government of Malaysia has focused on online learning comprehensively in their digital blueprint and planned to enhance access to online education for all students and teachers. Fig 1.4 is part of the Malaysia government policy on online education (The Malaysia Digital Economy Blueprint; p. 88).

INITIATIVES	OUTCOMES	TARGETS
EDUCATION		
Encourage textbook and workbook publishers to explore digitalisation and move to e-book and interactive formats	Continous improvement of digital materials for education with lower cost	1. All students in Malaysia to have access to online learning 2. Increase in digital adoption rate across businesses
Empower education centres and educators to adopt digital technologies to carry out online teaching	Enhanced access to online education	1. All students in Malaysia to have access to online learning 2. All educators in Malaysia to use digital tools and technology
Develop and establish technical guidelines for data usage in education sector	Effective custodianship of students' data while ensuring compliance with regulations, as well as safeguarding all users	1. To have machine-readable data, with access through API 2. To have a secure and reliable education ecosystem

(SERVICES — vertical label on left side of table)

Fig 1.4: Malaysia government policy on online education

In addition to technology-related policies, I will explore language-related policies in this context. One of the most significant and influential frameworks for regulating the quality and standards of English language learning and teaching globally is the CEFRL (Common European Framework of Reference for Languages). Here is an explanation of CEFR from the Council of Europe website:

> Some of the instruments produced within the Council of Europe have played a decisive role in the teaching of so-called "foreign" languages by promoting methodological innovations and new approaches to designing teaching programmes, notably the development of a communicative approach. (Council of Europe, 2023)

The CEFRL categorises language proficiency into six levels, ranging from A1 (basic user) to C2 (proficient user), with detailed "can-do" descriptors defining each level. This framework has been extensively employed by governments to establish language learning and teaching standards within their academic sectors. For instance, the government of Malaysia has utilised the CEFRL to regulate the standards of the English language in the country for both students and teachers. The following extract is from the Malaysia Ministry of Education website:

> Many international high-stakes tests such as IELTS, TOEFL and TOEIC are aligned to CEFRL. For these reasons, CEFRL features prominently in the reform of English language education in Malaysia, as laid out in English Language Education Reform in Malaysia: The Roadmap (2015-2025). CEFRL is not an exam, but a framework which provides the basis for measuring and describing language proficiency at different stages of education, and which we are adopting for our schools and universities. Beyond school, a number of major international exams, such as TOEFL and IELTS, are already linked to CEFRL, which means that scores from those exams correspond to CEFRL levels. (Misconception #2 MOE, 2023)

In 2013, the Malaysian government made a strategic decision to enhance the English language proficiency and teaching methodology of schoolteachers nationwide. To achieve this goal, the government entered into an agreement with the British Council Malaysia, tasking them with testing the language proficiency levels of local teachers and designing training programmes to elevate their teaching skills. The British Council Malaysia utilised their APTIS language proficiency exam, which is aligned with the CEFRL, to assess the language proficiency of local schoolteachers. Following Malaysian government regulations, all schoolteachers instructing English at primary and secondary levels were mandated to attain a C1 proficiency level through the APTIS test. Those unable to reach C1 proficiency were required to participate in a language teacher training programme conducted by the British Council Malaysia, known as the Pro-ELT project. This project, a blended language teacher training

initiative, spanned one year. The government's language teacher training initiative impacted approximately 20,000 local language teachers from 2013 to 2015 and was met with controversy during that period. The project was terminated after a two-year period, during which I played an active role as both an online and in-person teacher trainer and assessor. My involvement spanned the entirety of the project's implementation phase. My involvement with the project gave me a particular interest in the policy context in Malaysia.

Cambridge University stands as a premier provider of English language resources for both students and teachers. Within Cambridge University, the department known as Cambridge English takes on the responsibility of managing teaching qualifications, including the widely recognised CELTA. The language proficiency policies set forth by Cambridge English are firmly rooted in the Common European Framework of Reference for Languages (CEFRL). For further clarification, here is an explanation from the Cambridge English website about the relationship between Cambridge English and CEFRL:

> There is growing evidence to support the view that the Cambridge English exams embody or reflect the CEFRL in a variety of ways. The benefits of the relationship between the CEFRL and Cambridge English exams are perhaps best judged by the extent to which together they enable language learning/teaching to flourish and encourage achievements to be recognised, and so enrich the lives of individuals and communities. (Cambridge English, 2023)

The CEFRL simplifies the process for individuals and organisations involved in language teaching, such as governments, institutions, and teachers, to discern the proficiency level of different qualifications. It also enables employers to compare these qualifications with other exams in their respective countries. In alignment with CEFRL standards, candidates are eligible to take the CELTA only if their English proficiency level is at CEFRL C1 or C2. Individuals who successfully obtain a CELTA certificate are often hired by institutions as English teachers without the need for additional language proficiency evidence. Some governments even stipulate the CELTA certificate as official evidence of

language and teaching skills proficiency to grant foreign teachers permission to work as language instructors in their countries. Given that the CELTA is open to individuals meeting the basic course requirements and not exclusive to native English speakers, holding the certificate can create opportunities for CELTA holders worldwide. Figure 1.5 illustrates the Cambridge Language Proficiency Scale based on CEFR.
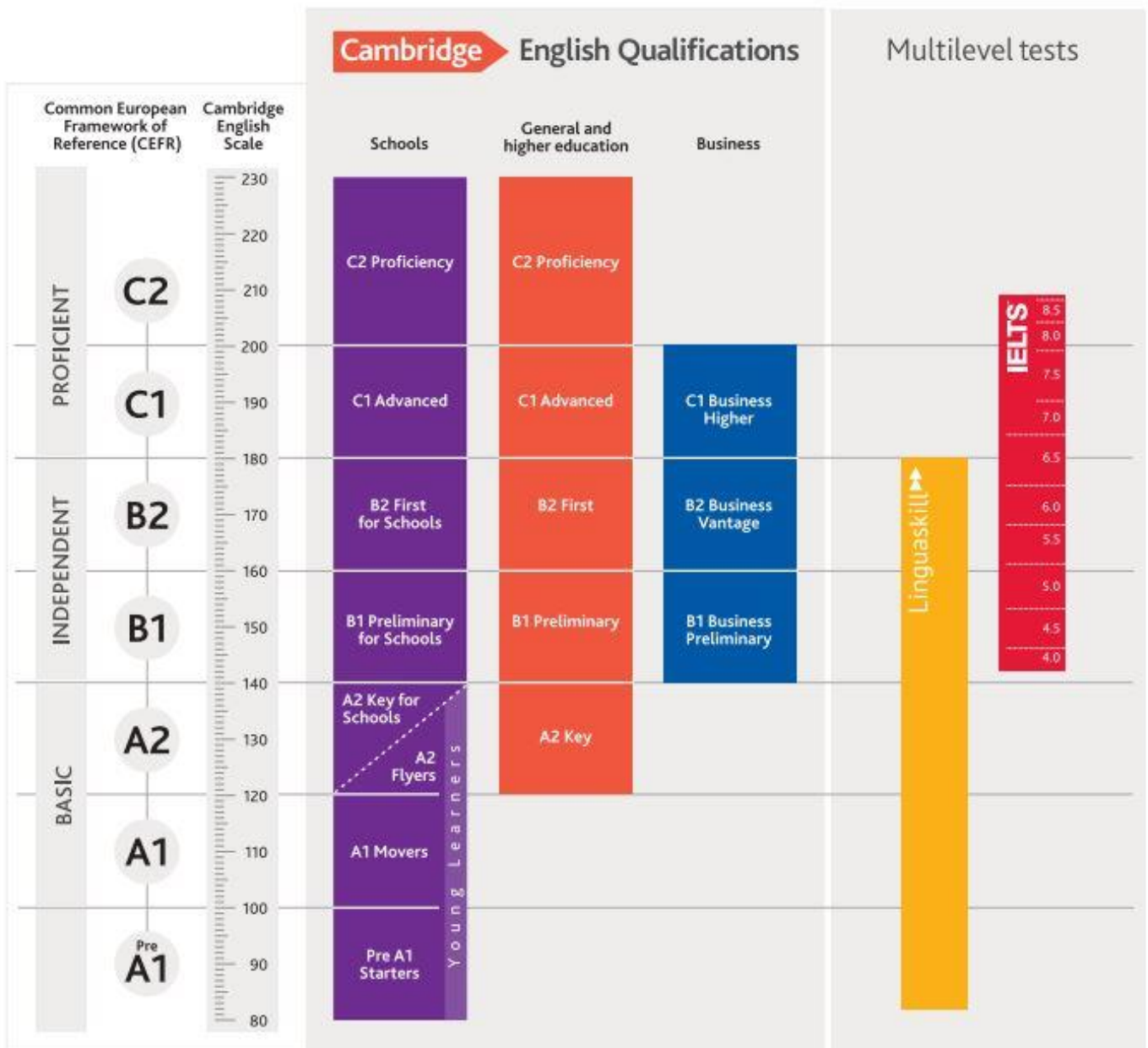
Fig 1.5: Cambridge Language Proficiency Scale based on CEFR

The Malaysian government's policy has played a significant role in shaping the context of this project. I view the government blueprint as an exemplary policy for teacher training programmes and the integration of technology, both central themes in my project. My direct involvement in this policy, particularly in training Malaysian language teachers to incorporate technology in their teaching, has provided me with valuable insights into implementing policies in real-world settings and navigating the associated challenges. Through this project, my aim is to gain a comprehensive understanding of how a language teacher training programme can be effectively conducted entirely online to equip teachers for online instruction. This was an area that posed uncertainties for me at the project's outset. Conversely, the Cambridge CELTA course team emphasises their commitment to preparing teachers for both online and in-person classes. Given my extensive experience in both realms, I believe I am well-positioned to investigate the feasibility of this approach. Having been actively involved in such training courses for several years, I have a nuanced understanding of this training system.

1.5 Practice context

This study adopts a case study approach, with a specific focus on conducting an in-depth exploration of the Cambridge CELTA Online course. The primary objective is to investigate shared patterns in the online training behaviour of course participants.

The choice of the CELTA course as the research setting is deliberate, as it is an accredited program conducted by various Cambridge University training centres worldwide. These centres train candidates to become certified English language teachers. The CELTA certificate, widely recognised globally, holds accreditation from Cambridge University. Notably, several governments, including the Malaysian government, grant work permits to foreign English language teachers who hold CELTA certification. The course's widespread recognition on a global scale makes it an ideal setting for this study, providing ample opportunities to explore the research problems at hand.

Accessing CELTA courses for research purposes, even as an insider researcher, presents a considerable challenge. Gaining permission for site access was an accomplishment in itself. Contacting multiple Cambridge CELTA Online centres to seek permission resulted in numerous rejections, with only one centre ultimately agreeing to allow data collection. The process from seeking permission to initiating data collection spanned approximately six months after the initial agreement. Despite the difficulties, I contend that CELTA has untapped potential as a research site. The course is offered globally by various centres, yet researchers often encounter hurdles in gaining access for research purposes.

This study adopts a fieldwork case study approach, and the required data will be collected through the observation of a CELTA Online course. The research methodology relies on observations and interviews with participants in a CELTA Online course. The CELTA course itself encompasses the principles of teaching English and provides candidates with essential practical experience. Fig 1.6 provides a summary of the Cambridge CELTA Course format.

Course format summary

Course length	120 hours
Format	Choose from: • full-time or part-time • face-to-face, online, or a mix of face-to-face and online All options give you teaching practice in English language classes.
Assessment	• written assignments • assessed teaching practice
Minimum entry requirements	• proficient English language user (CEFR level high C1 or above) • educated to the standard required for entry into higher education • age 18+
Framework stages	Foundation to Developing

Fig 1.6: Cambridge CELTA Course format summary from Cambridge Assessment Organisation 2022

Cambridge English in 2021 announced the fully online delivery mode of CELTA and recognised all CELTA centres in the world to run CELTA Online. Fig 1.7 is from the Cambridge English website.

CELTA

Certificate in Teaching English to Speakers of Other Languages

Teaching qualifications and courses

CELTA

Ways to take CELTA

What's in the CELTA course?

Preparing for CELTA

Reasonable adjustments

The gold standard teaching qualification

CELTA from Cambridge is a qualification for teaching English as a foreign language. It is the most widely recognised English teaching qualification in the world and the most often requested by employers; three out of four English language teaching jobs require a CELTA qualification*.

It focuses on developing practical techniques, and includes face-to-face or online teaching practice with groups of learners, which will give you the confidence you need to begin teaching in as little as four weeks.

Whether you're looking for your first teaching job, or you want to prove to employers that you have the required teaching skills with a recognised certificate, CELTA from Cambridge is the qualification you need.

Fig 1.7: CELTA on Cambridge English website

There are several Cambridge centres around the globe. As the Cambridge website indicates there are currently over 70 official centres which run CELTA around the globe. The research site for this study is the Cambridge CELTA Online teacher training course which was offered at the International House Mexico centre.

There are four groups of participants in a CELTA course:

- Course candidates (trainee teachers who attend the course to receive the CELTA certificate)
- Course managers (managers who run courses)
- Course tutors (official Cambridge CELTA trainers)
- Course students (actual students who want to learn English)

I plan to actively engage in a CELTA Online course as an observer to comprehensively collect data from all facets of the course. This participation stems from my motivation to gather firsthand insights from an online teacher training course and identify potential challenges by observing course participants in their authentic settings.

1.6 Research questions

The research questions for this study focus on exploring the experiences of candidates taking Cambridge CELTA Online courses. Drawing on insights from the literature, my aim is to identify factors relevant to CELTA participants and the social structures within the CELTA Online training course.

To frame these questions and guide the study, I have chosen activity theory as the theoretical framework. Activity theory provides a structured approach to analysing activity systems and their interrelationships within the CELTA Online course. This framework will enable a systematic analysis of the activity systems, allowing for a comprehensive understanding of their objectives and the identification of potential contradictions both within and between these systems. Through this analytical lens, I intend to gain a clear understanding of the CELTA course and pinpoint areas that may require improvement, contributing to relevant discussions in the literature. Further elaboration on activity theory will be provided in Chapter three of the study.

Exploring various features, changes and interactions of elements of the CELTA Online course will allow me to discuss and add relevant and new areas to the themes I have identified in the literature. In this study, I wish to answer the following question and sub-questions:

1. What are the systemic relationships that frame the delivery and experience of a large-scale online language teacher training programme?

1.1. What are CELTA participants' objectives in participating in CELTA Online courses?

1.2.   How do CELTA participants perceive CELTA Online tools as helping them to achieve their training objectives?

1.3.   How does CELTA Online rely on a certain social structure to operate?

1.4.   What contradictions do CELTA Online course participants regularly confront during their course?

To explore the course and gather the necessary data, I documented a project in which I participated as an observer, comprehensively observing all aspects of the course. For this purpose, I shadowed a course tutor throughout the course, observing candidates, tutors, and students in their actual online training settings. Shadowing, a well-established research technique, involves the researcher closely following a member of the study group over the research period to observe participants' behaviour and collect essential data. Throughout the course, I collected primary data from managers, tutors, and candidates. My data collection involved observing various online lessons and conducting interviews with participants. The analysis to answer the research questions will encompass various aspects of the CELTA Online training system, including technological, cultural, and pedagogical dimensions. The data was collected during an official CELTA Online course, which offered full-time over a 5-week course.

1.7 Thesis overview

In this section I will provide an overview of the thesis for each chapter of this study.

- Chapter two: Literature Review: In this chapter, I will comprehensively review existing literature in the domain of language teacher training education. The aim is to highlight crucial themes within this domain and identify potential gaps that this thesis can contribute to.

- Chapter three: Theoretical Framework: This chapter introduces the theoretical framework of the study and elucidates how theory is applied. To understand the case study's structure, the theoretical framework is discussed and analysed to provide a systematic overview of CELTA systems. This chapter also delves into my research underpinnings (ontological and epistemological stances), discusses relevant aspects of

activity theory, and justifies the choice of this theory as the framework for the study.

- Chapter four: Research Design: This chapter discusses the research design, research site, the concept of the researcher's role, data-generating methods, data analysis, and ethical considerations. Each section is explored in detail, constructing a research design based on the principles of activity theory established in Chapter three.

- Chapter five: Findings: This chapter presents the findings of the study. To ensure clarity, the details of the three activity systems are presented first, followed by an exploration of the relationships between them.

- Chapter six: Discussion of Findings: This chapter analyses the findings presented in Chapter five. It comprises two main sections: a summary of the findings to create an overview of the study's most important discoveries and a discussion of my contributions, mapping them to the identified themes highlighted in Chapter two.

- Chapter seven: Conclusions: In this final chapter, I conclude the study, providing an overview and offering practical recommendations based on the discussions in the preceding chapters.

Chapter 2: Literature review

2.1 Introduction

The purpose of this chapter in general is to review the existing literature in the domain of language teacher training education and highlight the important themes within this domain and consequently find the potential gaps in the literature of this domain that this thesis can contribute to. The potential gaps in the literature will guide me through the areas that I will need to focus on in the data collection and findings chapters.

There are different purposes for reviewing the literature in a study and I believe these purposes should be identified and mentioned clearly by the researchers to make the functions of a literature review clear. I have decided to review relevant areas of English language teacher training education literature in this study for five specific reasons.

The first reason is that by reviewing this area of literature, I am planning to learn from my work and add to my existing knowledge of this area. By adding to my existing knowledge in this area, I will be in a better position to continue my study and find relevant areas to focus on in my findings chapter.

The second reason to review this area of literature in this study is to set the context and scope and set a clear framework for this study among relevant areas of literature to be able to accurately identify the gaps and contribute to the existing literature.

The third reason for me to review this literature is that I believe these are the areas I can criticize and contribute to the relevant areas of literature and find actual gaps at the end of my study and have meaningful contributions to the existing literature.

The fourth reason is that English language teacher training in general is an example of an area which a lot of researchers have been writing about and I believe I will be able to identify and review several themes relevant to my

research areas in which they could be interesting for readers in this area of research.

My final reason for reviewing this literature is that I am a teacher trainer by profession and familiar with these areas and am in a good position to review these areas as an insider researcher and my contribution will be from an insider researcher who has done this review from his experience as a teacher trainer and not only a researcher who is focusing on this area. I believe my contribution will be more practical and to the point as an insider researcher.

2.2 Literature review searching method

To understand relevant themes in this domain and to find the place where my work can contribute to the literature, I conducted this review around two areas of English language teacher training education and the position of technology in language teacher training. I used the following key phrases to review the existing literature. I decided about these phrases on the one hand based on their relevance, frequency and how common they are in the literature and on the other hand based on how relevant they are in my study based on my research questions:

- Language teacher education
- Language teacher training
- Language teacher training issues
- Language teacher training and technology
- Teachers attitude toward using technology in their teaching
- Before and after the pandemic teacher training

I limited my search to papers, books and online resources from 1990 to 2023 as I realised there was some important development in the history of language teacher education in the 90s and I need to review them in this study to have a clear picture of language teacher training education. I used Google Scholar, Lancaster University library search OneSearch engine and Scopus search engine to find relevant materials to review. I analysed the literature based on

the relevance of the themes in the literature and tried to highlight the valuable findings in studies I have reviewed and also their potential missing points.

As a result of this review and the analysis of the literature, I have identified some common areas in the literature, and I had to limit my scope to relevant areas of my study. Here are some common areas I have found common in language teacher training education but not directly relevant to my study:

- Training teachers focusing on teaching language methodologies
- The effectiveness of some specific language-related technologies such as online games on teachers' performance
- How the Internet has changed language teaching and training

The literature review then has been classified under the following areas to have a clear picture of the previous research in this domain.

- Positioning language teacher training programmes
- Integration of technology use into language teacher training programmes

Fig 2.1 below indicates two areas and six themes which I have reviewed in this chapter.

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┌─────────────────────┐          ┌─────────────────────┐
│  Positioning language │          │     Integration of    │
│   teacher training    │          │  technology use into  │
│     programmes        │          │   language teacher    │
│                       │          │  training programmes  │
└─────────────────────┘          └─────────────────────┘
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Positioning language teacher training programmes	Integration of technology use into language teacher training programmes
How are language teacher training programmes understood in the literature?	Challenges of integrating technology use into language teacher training programmes
Evaluation of language teacher training programmes	Language teachers' attitudes toward adopting technology in their teaching
Future orientation of language teacher training programmes	Language teacher training programmes transformation

Fig 2.1: Literature review areas and themes

I decided to review these two areas because these two areas will draw a clear picture of relevant teacher training education and how technology changed teacher training education. I believe by reviewing the literature using these areas I will be able to identify potential gaps and contribute properly to the existing literature.

2.3 Analysing the literature

I have used a systematic approach to analyse papers, books and other relevant materials in two areas of language teacher training programmes and role of technology in language teacher training programmes in the literature. I have prepared the following questions and tried to analyse each resource based on these questions:

- What are the main questions researchers have tried to answer?
- What are their definitions of the key areas I was looking for?

- What are their research methodologies for collecting data and data analysis?
- What are their findings and contributions to the literature?
- What are some potential gaps in their studies they could focus on, but did not contribute to?
- What have researchers contributed in any specific area of research and compare them?
- How are the contributions relevant to my study to support any theme or find gaps to contribute to.
- What are the challenges and limitations of each study?
- Is the study significant in the field?
- Is the study based on any theoretical framework or not?

I tried to find the answers to these questions and review the existing literature in the field. I used a table and tried to answer the above-mentioned questions for each source, but I realised that it was not possible to find the answers to all the questions. For example, I reviewed some studies in which there was no mention of theory or any theoretical framework. I also used my research questions as a framework to limit my review of relevant literature while finding the answers to these questions. By reviewing the relevant literature around the terms, I hoped to identify potential shortcomings in the literature that I could attempt to address in my study.

2.4 Positioning language teacher training programmes

In the first area of the literature, I reviewed in depth the position of language teacher training programmes in the literature in order to understand and highlight how important the teacher training programmes are. Authors such as Karakas (2012) highlighted the importance of the English language in the world today and how teaching English is important, and we need to focus on training qualified language teachers to meet this need. Karakas (2012) believes that language teacher education was a new research area in the 90s and few studies focused on this area such as Weir and Roberts (1994), but since then this area has been the focus of several research studies. Wright (2010) has

highlighted that language teacher education has undergone various changes in the last 25 years, but still new research areas are necessary in the field. Wright (2010) also has highlighted that this area has been neglected in the literature and more studies need to be conducted. Three key themes were identified in this area:

- How are language teacher training programmes understood in the literature?
- Evaluation of language teacher training programmes
- Future orientation of language teacher training programmes

Fig 2.2 indicates the identified arguments under the themes in the first area.

How are language teacher training programmes understood in the literature?	Evaluation of language teacher training programmes	Future orientation of language teacher training programmes
•Language teacher training education vs language teacher training courses programmes •Models of teacher training programmes	•The importance of having an evaluation system •Exploring current evaluation systems	•Language teacher training programmes framework for today's world •Language teacher training programmes' theoretical considerations

Fig 2.2: Literature review identified arguments themes in the 1st area

2.4.1 How is teacher training understood in the literature?

One way in which this area is discussed is by emphasising the importance of language teacher training programmes in the literature. In this theme, I will highlight some models of language teacher training programmes in the literature as I believe it is necessary to understand different models of language teacher training courses to have a clear picture of teacher training programmes. There are some concepts in language teacher training programmes that I need to clarify first to review some models of language teacher training.

There are two key arguments I would like to highlight in this section as follows:

- Language teacher training education vs language teacher training courses programmes
- Models of teacher training programmes

The first argument in this strand of literature is about *the difference between language teacher training education and language teacher training short courses.* Typically, the evidence in the literature presented includes highlighting the difference between language teacher "education" and language teacher "training", the role of teachers in their training and education and emphasis on the concept of "teacher development". In this area of literature, the researchers mainly consider the difference between language teacher "training" and "education" (Crandall, 2000; Widdowson, 1997; Edge & Richards, 1993; Woodward, 1991). Crandall (2000) emphasised that language teacher education is about developing teachers' language learning and teaching competence whereas language teacher training is about developing teachers teaching skills and focuses on the practical aspects of language teaching. Widdowson (1997) highlighted that teacher training is solution-oriented, with the "…implication that teachers are to be given specific instructions in practical techniques to cope with predictable events...," while teacher education is problem-oriented, with the implication of "…a broader intellectual awareness of theoretical principles underlying particular practices" (1997, p. 121). Edge and Richards (1993), and Woodward (1991) refer to the views of teacher training and teacher education as solution-oriented and problem-oriented respectively and emphasise that in both views what is missing is the language teachers' role in their development. They believe in both language training and education orientations the role of teachers is passive and teachers play no role in the process of their development.

Crandall (2000) describes the concept of teacher "development" to respond to the previous issues raised by the dichotomy of teacher training and teacher education and the passive role of teachers. Crandall (2000) believes teachers have a clear role in their development whereas teacher training and teacher education orientations are planned and organised by others and teachers' role is passive.

Lave (1988) and Bruner (1986) highlighted that language teacher education programmes mainly have focused on the theoretical aspects of language teaching and failed to develop teachers practically for classroom situations. They believe there needs to be a balance between theory and practice in language teacher training programmes. As the literature indicates there has been a shift in language teacher education from traditional and top-down methods to bottom-up methodologies which highlight the active role of teachers in their teaching (Crandall, 2000; Roberts, 1998; Stevick, 1998; Johnson, 1996b; Richards, 1990).

I have identified the main features of bottom-up methodologies which could be considered as underlying principles of a language teacher training programme (Crandall, 2000; Stoynoff, 1999; Richards, 1996; Woods, 1996; Shulman, 1992):

- *Teacher beliefs about language teaching:* The role of teachers' beliefs and experiences that candidates' teachers bring to their training courses need to be recognised in teacher training programmes. Teachers' decision-making abilities in different situations should be recognised and encouraged in the process of language teacher development. Although I believe this is a very important area and needs to be considered in teacher raining programmes, there are some considerations needs to be considered too. It is worth mentioning that some teaching beliefs might be against the training programmes standards and need to be discussed with the teachers to change them instead of using them.
- *The role of reflection:* Reflecting on teaching has been considered an effective tool in the literature and it is encouraged to use teachers' reflection to help them develop their teaching skills during teacher training programmes.
- *Teacher narratives and case studies:* Teachers' narratives in the form of diaries, reflection forms, and audio or video recordings are considered an important strategy for teachers to share their experiences and develop their skills during teacher training programmes.

- *The role of practical experience:* Practical teaching experiences such as observation of experienced teachers and teaching and being observed have always been an important part of language teacher training programmes.

- *The role of research:* An important aspect of teacher training programmes as the literature shows is the role of research in language teacher training programmes. Relevant research can be conducted by researchers or trainee teachers focusing on relevant aspects of their training and can be shared with other trainee teachers in the form of best practices workshops.

- *Assessment in language teacher training programmes:* "Performance assessment" mentioned by Johnson (1996b) has been an important feature of language teacher training programmes. "These performance assessments may include audio - or videotapes of classroom teaching; examples of student work; lesson plans, curriculum guides, or syllabi; entries from a teaching log or journal; statements of a personal (evolving) philosophy of teaching; or simulated performances such as microteaching, role plays, or interviews." Crandall (2000, p. 43)

I believe such a dichotomous view of teacher "training" and teacher "education" does not allow for the expression of the aspirations of those involved and the active roles of teachers and different stakeholders in these programmes. The idea of teacher "development" can be a proper equivalent for both teacher "training" and "education" but the discussions in this area are not clear enough to cover all aspects of teacher "training" and "education" especially if it is important to highlight that the training programmes are usually short, and it seems it is not possible to cover all aspects of a teacher training education programmes in a short training programme.

The second argument in this strand of literature to make this discussion clear is about *exploring language teacher training programmes models.* The evidence presented in the literature includes different models among which there are two models introduced by Wallace (1991) and Freeman (1991, 1996). These models have been considered and discussed in several studies such as Stewart & Perry (2005), Peacock (2009), Crandall (2000), Ur (1997) and

Widdowson (1992). Wallace (1991) identifies three main language teacher education models based on the role teachers play in different models:

1. *Apprenticeship model:* This model is appropriate for less experienced teachers to develop their teaching skills by observing more experienced teachers and learn the principles of teaching by observing more experienced teachers.

2. *Theory-to-practice model:* In this model, trainee teachers learn the principles of teaching and other relevant teaching skills and strategies from experts by attending input sessions, reading books and articles and applying their understanding in real-world teaching situations.

3. *Reflective model:* In this model, trainee teachers have a strong role in their learning development. Trainee teachers in this model reflect and evaluate their learning and adapt their practice during their course.

These three different models are important to consider mainly because the role of teachers has been highlighted in different models and did not just focus on the structure of the programmes and the required methodology teachers need to receive training for.

Similar to Wallace (1991) models, Freeman (1991, 1996) identified three teaching views:

1. *Teaching as doing:* As Freeman (1991) highlighted it is a behavioural model and focuses on the practical aspects of language teaching and the required skills trainee teachers are expected to learn during their course.

2. *Teaching as thinking and doing:* Freeman (1991) believes this view is based on the cognitive model of teacher education and emphasises both teachers' knowledge of theory and practice. Trainee teachers in this model are encouraged to develop their theory and practice competence together.

3. *Teaching as knowing what to do:* Freeman (1991) believes this is an interpretive view and tries to connect theory to practice and encourage trainee

teachers to reflect on their development and learn from their mistakes by analysing and interpreting their development during their teacher education.

Crandall (2000) highlighted that neither "education" nor "training" are sufficient to prepare teachers for actual teaching situations in language classrooms. Crandall (2000) also emphasises that Wallace's three models of language teacher education are needed in all teacher development courses, but I believe it is also important to highlight that teachers need these models at different stages of their learning experience. What is missing here I believe is that all the models introduced are for language teacher training "education" and no model has been introduced for language teacher training "courses" which are usually short-term courses compared to language teacher education courses which are designed for one or two years. Freeman and Richards (1996), Sachs, et al. (1996), Bailey (1992) and Flowerdew, et al. (1992) emphasised that although these models and views are important in all language teacher education and training, there is another important consideration that needs to highlighted and that is an opportunity for trainee teachers to reflect on their practices and beliefs and design their language teaching personal theories. "Teaching depends upon the application of appropriate theory, the development of careful instructional designs and strategies, and the study of what happens in the classroom" (Richards, 1990: p. vii as cited in Crandall, 2000).

Some important issues were raised in the work discussed in this theme such as describing the concepts of language teacher "education", language teacher "training" programmes and language teacher "development". In addition to concepts, some models and views of language teacher education were reviewed. I believe what seems missing in general is any sense of how the teaching fits into a wider network of practices for both those teaching the programmes and those studying on them. What seems missing in the models introduced is a model for language teacher training which includes all important aspects of the above-mentioned models and views. In my work, I will therefore try to introduce a model for language teacher training short "courses" which comprises an integrative view of different views and all important aspects of the models and teacher training "education" views.

2.4.2 Evaluation of language teacher training programmes

One way in which this domain is discussed in the literature is by reviewing how language teacher training programmes are being evaluated. By evaluation of language teacher training programmes in this theme I mean I plan to explore the evaluation systems that language teacher training programmes implement to assess their courses. The literature argues that a teacher training programme needs to have a proper internal evaluation system (Peacock, 2009; Lynch, 2003; Reid, 1996; Wallace, 1991; Richards, 1990).

There are two key arguments I would like to highlight in this section:

- The importance of having an evaluation system
- Exploring current evaluation systems

The first argument in this strand of literature is about *how it is important to have an internal evaluation system in place for language teacher training programmes.* Typically, the evidence presented in the literature indicates that this area needs more attention. As authors mainly consider language teacher training programmes have been the focus of several studies in the literature (Peacock, 2009; Lynch, 2003; Reid, 1996; Rea-Dickins & Germaine, 1998; Wallace, 1991; Richards, 1990) but as the literature indicates, not much focus has been implemented on the evaluation of language teacher training programmes so far (Akcan, 2016; Karakas, 2012; Coskun & Daloglu, 2010; Peacock, 2009; Seferoglu, 2006). Additionally, these studies have been conducted in their setting and further studies are required to generalise the outcomes as Dios Martinez Agudo (2017) highlighted. Freeman and Johnson (1998) believe that language teacher programme evaluation is noticeably under-researched, and more studies are required to shed light on this area. One of the key areas in language teacher training is to have a proper internal evaluation system to assess the programme. Peacock (2009) highlighted that there are several studies in the literature on teacher training evaluation, but there are limited studies to introduce procedures for the programme evaluation and I believe this is the main issue in this theme. A number of studies make suggestions regarding the content and procedures for language teacher training

programmes evaluation. Peacock (2009) suggested a procedure for evaluating teacher training programmes based on "existing principles of programme evaluation and models of teacher education" (p: 264). In his study he adopted Robinson's definition of programme evaluation (2003, p. 199): 'the collection, analysis, and interpretation of information … for forming judgments about the value of a particular programme". Another recommendation for evaluation is to involve and ask language students opinions about the effectiveness of the programmes to meet their needs (Wallace, 1991, p. 147). Wallace (1991) suggests that they need a clearly stated philosophy, and the suggested evaluation programme should reflect it. Wedell (1992) highlighted that there needs to be a balance between linguistic, pedagogic and managerial competence. Another recommendation suggested by Wallace (1991) is that language teacher training programmes evaluation should incorporate and encourage teacher trainee reflection on their experiences during their training programme.

Peacock's (2009) procedure for evaluating language teacher training education to assess different aspects of the programmes is an important contribution but what I believe is missing in his procedure and in the literature is a theoretical framework to cover all aspects of the evaluation. Uzun (2016) conducted a study to evaluate language teacher training programmes in Turkey from the viewpoints of teacher trainees who attended the course. He has highlighted that there have been several studies focused on the evaluation of educational programmes such as Harris (2009), Lee et al. (2008), Angell et al. (2008), Dunworth (2008), Fox & Diaz-Greenberg (2006). Uzun (2016) believes that none of these studies have evaluated the educational programmes from the participants' viewpoints which is the focus of his study. His study has been conducted systematically and has come up with relevant findings, but I believe it needed to be focused on other participants' viewpoints too and by just focusing on teacher trainees' viewpoints, we would not be in a good position to evaluate the course comprehensively. The strength of such work I believe is that the importance of having proper evaluation systems has been highlighted clearly in the literature but there are not many theoretical frameworks and

models introduced in the literature to comprehensively evaluate language teacher training programmes.

The second argument in this strand of literature is about *exploring current evaluation systems models.* Typically, the evidence presented in the literature indicates some evaluation models based on the Common European Framework of Reference for Languages -CEFRL. As the researchers mainly considered, different evaluation systems have been designed differently. Wright (2010) adopted Breen & Candlin's (1980) evaluation model (The curriculum of Second Language Teacher Education (SLTE)) and conducted a review study. Although his main focus had not been only on the evaluation of language teacher training education, he managed to highlight some important aspects of language teacher education such as teacher education pedagogy and the importance of reflection in teacher education. Dios Martinez Agudo (2017) conducted a study similar to Uzun's (2016) study, to evaluate an English language teacher education programme in Spain from course participants' viewpoints. He has found that the participants were satisfied with the course delivery but there were some important aspects such as participants' English proficiency and the amount of practice teaching which needed to be revised properly. Kelly et al. (2004) mention that the current language teacher education and the evaluation of the education in Europe is based on the Common European Framework of Reference for Languages -CEFRL- (Council of Europe, 2001), European Portfolio for Student Teachers of Languages -EPOSTL- (Council of Europe, 2007) and European Profile for Language Teacher Education -EPLTE. Mehlmauer-Larcher (2012) believed that although such education based on the Council of Europe criteria is effective, it just provides a self-assessment tool for language teacher education and evaluation. The strength of such work I believe is that the evaluation systems are based on some framework but each of them has its limitations, so it is important to find and design evaluation systems based on a theoretical framework to be able to evaluate training programmes more comprehensively. Buell (2004) highlighted that activity theory can be considered to identify contradictions in teachers' practices when technology is integrated into teaching activity. I suggest activity theory as a framework for the evaluation of teacher training programmes.

The work discussed in this theme raises some important issues such as the importance of having a systematic evaluation system for language teacher training programmes and considering different evaluation system models and aspects of training in the evaluation system such as teacher education pedagogy and the importance of reflection in teacher education. Yet what seems missing is an emphasis on having a proper model or theoretical framework to design the evaluation system based on to find appropriate solutions for the problems. In my work, I will therefore try to contribute to the discussion of developing an evaluation system for language teacher training programmes.

2.4.3 The future orientation of language teacher training programmes

One way in which this area is discussed in the literature is by highlighting the present and future of language teacher training programmes. In this theme, I will highlight the importance of a proper language teacher training programme to meet the needs of teachers who plan to teach in today's globalised and modern world. There are some considerations which I will discuss in this theme.

There have been some studies focused on the importance of training language teachers to meet the emerging and specific needs of students such as Johnson and Golombek (2020), Zhang & Ben Said (2014) and Willems (2002). One of the major studies in this theme I have found is the Johnson & Golombek (2020) study which I am reviewing in detail here. I found this study particularly important in this theme because the authors tried to develop a pedagogical framework for language teacher education based on some relevant propositions. I believe the theoretical foundation of this study is strong and relevant to this theme and revenant to my study. There are two key arguments in this theme that I would like to highlight in this section:

- Language teacher training programmes framework for today's world
- Language teacher training programmes' theoretical considerations

The first argument in this strand of literature is to highlight the importance of having a *framework for language teacher training programmes for today's*

world. Typically, the evidence presented includes a framework for training programmes, highlighting the shift in training programmes from focusing on mainly language teaching skills to focusing on teacher educators and a language teacher training pedagogy and some specifications of today's language teachers. Johnson & Golombek (2020) highlighted that in current language teacher training, it is important to be clear about "where, why, how, and to what end English language teachers are being prepared" (p. 116). They believe to train teachers to teach properly in today's world, we need to focus on the pedagogy and design of a training programme more appropriately. "Given emerging trends in where, why, how, and to what end English language teachers are being prepared, we argue that greater attention to the design, enactment, and consequences of language teacher education (LTE) pedagogy is critical in order to meet the needs of current and future English language teachers in an increasingly diverse, mobile, unequal, and globalized world." Johnson & Golombek (2020, p. 116)

Johnson & Golombek (2020) briefly mentioned the history of teachers' education and a shift from focusing on teachers and developing their teaching skills to focusing on teacher educators and a language training pedagogy. They highlight that teachers' education should prepare language teachers to teach students in today's world and with their specific needs. They also mention that language teachers nowadays obtain their teaching certificates online and they are trained for very specific occasions which teachers' educators did not consider before such as teaching people who work in customer service sectors of companies how to deal with their customers' issues professionally or teaching science in English and using content and language integrated learning (CLIL) approach. For these reasons, they believe it is important to focus on teachers' educators and a proper LTE pedagogy to respond to the actual needs of students in today's world.

Another aspect of this argument is the use of AI (Artificial intelligence) and AI-powered tools in teacher training programmes. The application of AI-powered tools in language learning is new and there are not many studies conducted in the literature (Pokrivcakova, 2019). Pokrivcakova (2019) highlighted that the

most important features that AI can bring for teachers and learners are "offers the possibility of learning that is more personalised, flexible, inclusive, and engaging" (p. 136). AI-powered tools can also support teachers in their teaching as teaching gradually becomes frustrating for teachers as they repeat similar activities for years. "The shift from CALL to ICALL (Intelligent CALL) has been inevitable and brought a substantial change in the quality of student-computer interaction." (Kannan & Munday, 2018 as cited in Pokrivcakova, 2019, p. 138)

The key effect of AI in language teaching contexts is the fact that with AI teachers can make language teaching personalised.

> Other expected benefits of ICALL include learner´s own pace of progress; instant feedback as a strong motivational factor; individualized repetition of topics and emphasizing activities where a learner has had weaker output; quick and objective assessment of learners' progress; better understanding of learner´s learning preferences and strategies; predicting learners' future performance with a high probability; quick and objective assessment of teaching tools (texts, lectures, assignments, tests, etc. (Pokrivcakova, 2019, p. 139)

Bancheri (2006) and Rilling et al. (2005) believe that teachers can teach more learner-centred lessons with the use of AI in their lessons as they can personalise the lessons and involve students more in activities.

Although the use of AI in language teaching is new, there have been some proper studies in this area of research as the literature shows. What is missing in the literature is the application of AI in language teacher training programmes and how AI can help teachers develop their skills during their training courses using AL. I will contribute to this area by discussing some areas in which AI can help teachers during their training.

I believe Johnson & Golombek (2020) highlighted important aspects of language teacher training for today's world, but they did not specifically highlight the role of technology in language teachers training programmes for today's world.

What seems missing in this study is they did not discuss how technology specially AI can help teachers develop their required skills in their teacher training programmes.

The second argument in this strand of literature is about *the theoretical consideration in Johnson & Golombek (2020) study.* They highlight their theoretical consideration in their study: "Through our experiences and conviction as researchers and teacher educators, we position a Vygotskian sociocultural theoretical perspective as foundational to informing and transforming LTE pedagogy" (p. 117). In their theoretical perspective for their proposed LTE pedagogy to be comprehensive, they tried to answer, "How do teachers learn to teach?". "We have answered this question as researchers and teacher educators by contending that a Vygotskian sociocultural theoretical perspective (Vygotsky, 1978, 1986), representing a coherent theory of mind, can inform and transform our conceptions and activities of LTE" (p. 118). Based on these theoretical beliefs they have highlighted that teacher educators should know when and how a teacher might change their thinking and activity or even why they do not change them. Johnson & Golombek (2020) emphasised their ideas further here:

> This sort of dialectical thinking compels us to recognize that while we are engaged in the present, we must collaboratively and cooperatively acknowledge the past and imagine the future, all the while recognizing what we are doing as happening in an evolving, ever-changing and challenging system. Given its emergent, individuated, and goal-oriented nature, LTE pedagogy is demanding and consequential. (p. 119)

It is also worth mentioning that in their study, Johnson & Golombek (2020) offered eight propositions that they believe they make "LTE pedagogy as a central domain for the knowledge-base of LTE." Johnson & Golombek (2020, p: 116)

Here is a summary of their propositions:

- *Localised LTE pedagogy:* This proposition focuses on the importance of specific sociocultural contexts that LTE pedagogy is created in, and the objectives of creating LTE pedagogy. It is highlighted that the knowledge-base LTE pedagogy should be designed to respond properly to local community cultural, social and institutional needs. I believe this is a very important aspect of a training pedagogy and more studies need to be conducted to clarify different aspects of a localised training pedagogy. A localised training paedology can cause some contradictions due to institutional, cultural and individual expectations of a training programme.

- *Language teachers' identity:* This proposition is about developing teacher identity in the LTE pedagogy by creating opportunities for teachers to develop their identity in their classrooms. It is highlighted in this proposition that what teachers do in their classroom indicates their identities and language teachers develop teaching practices that align with their identity. In this proposition it is mentioned that teachers experience some sociocultural and institutional contradictions between the teaching practices that their community expect them to deliver and their identity that they develop during their training process. I strongly agree with this proposition and identified some examples of this contradiction in my observation of the CELTA Online course which I will discuss in detail in the next chapter.

- *Explicit designing of training programmes:* It is important in the LTE pedagogy that training programmes designers try to be explicit and explain their logic and procedures for designing all aspects of the training programme. It must be clear for teachers during the programmes to understand who they are and where they are expected to be by completing the programme.

- *Combining theory with practice:* This proposition focuses on the importance of combining the theoretical concepts teachers learn in their training programmes with everyday activities in their classrooms. Three concepts of "everyday concepts", "academic concepts" and "true concepts" have been used to categorise theoretical and practical aspects of language teaching. It is discussed in this proposition that the goal of a language teacher training course should be to gradually unite theory (academic concepts) with

practice (everyday concepts) through classroom activities. The combined concepts are called "true concepts", and this process is known as "concept development". It is highlighted that teachers need to internalise "true concepts" by combining "academic concepts" with "everyday concepts" systematically. It is also discussed that teachers should use "true concepts" in their thinking during their lesson planning in order to identify actual needs and objectives in their lessons. I believe this is an important proposition and idea for language training programmes, but what is missing is the purpose and kind of language training programmes e.g. pre-service, in-service, initial training programmes such as Cambridge CELTA or more professional training programmes such as Cambridge DELTA. Focusing on theoretical concepts of language teaching and trying to combine them with classroom practices is typical in more advanced training programmes as novice teachers need to focus on practical aspects of teaching more than theoretical concepts during their training programmes.

- *Safe zones:* This proposition discusses that in a language teacher training programme, it is important to create structured mediational spaces to create dialogic interaction opportunities for teachers and trainers to interact and discuss various aspects of their learning experiences. "Within these structured mediational spaces, teacher educators should identify the upper levels of teachers' potential (i.e. zone of proximal development) as teachers attempt to enact their teaching activities in ways that are beyond their current levels of competence and comfort" (Johnson & Golombek, 2020, p. 123). These spaces function as "safe zones" for teachers to develop their understanding of teaching and go beyond their potential and learn alternative ways of language teaching. It is also discussed that these mediated spaces can help teachers create their identity as language teachers. Typical mediated spaces can be in the form of teacher study groups, peer coaching, workshops and action research etc.

- *Teacher trainers' roles:* This proposition focuses on teacher trainer roles during training programmes. It is discussed that trainers play an important role and should be considered as an important feature of a training programme. It is highlighted that trainers should try to know the teachers

closely. It is important for trainers to know about teachers' background, their actual needs and in what context they plan to teach. The professional relationship between trainers and teachers has also been highlighted and emphasised that trainers have a positive effect on teachers as they have a supervisory and evaluative role in the programme. It is concluded that trainers need to consider teachers' future needs, create opportunities for teachers to reflect on their learning and try to understand teachers' potential and help them achieve their goals.

- *Self-inquiry practices:* This proposition is about highlighting the importance of reflection on learning in training pedagogies. It is discussed that self-inquiry practices should be embedded in pedagogies as teachers learn by questioning their practices and providing more opportunities for teachers to narrate their stories and reflect on them will lead to better professional development.

- *Students' role in training pedagogies:* In this proposition, the role of students in language teacher training has been highlighted. It is discussed that in the literature much attention has been drawn to developing training pedagogies from teachers learning perspectives, but researchers have not focused enough on the role of students and their learning in teacher training. Freeman and Johnson (2005) highlighted that a language training pedagogy should reflect the connection between student learning and teacher training, and this is characterized as "a relationship of influence". "The relationship of influence between teacher learning and student learning, from a Vygotskian sociocultural stance, is viewed as being in a dialectic in which they mutually shape each other as they interact within various teaching-learning activities." (Johnson & Golombek, 2020, p. 125)

In this proposition, students' responses and feedback to activities are considered and used to develop training pedagogies.

In their paper, Johnson & Golombek (2020) comprehensively discuss each of these eight propositions and conclude that it is necessary for LTE pedagogy to have these propositions to train teachers properly for today's world however they admit that it is not always easy to implement these propositions in different

pedagogies and training contexts. I believe these eight propositions can be considered as important features for designing proper programmes, but there is no mention of technology use in the model.

The work discussed in this theme raises some important issues such as the importance of training teachers for the modern world and for the emerging needs and also how the teacher training programmes need to be focused on their pedagogy rather than their teachers. Yet what seems missing is to suggest a model of LTE pedagogy to cover all proposed propositions including how technology such as AI can be used in the pedagogy model. It seems that Johnson & Golombek (2020) proposed important considerations for a proper LTE pedagogy but did not mention the importance of using technology for teachers during their training programme.

In my work, I will therefore try to contribute to the discussion of language teacher training preparation programmes for today and future teachers by adding a new proposition to Johnson & Golombek (2020) propositions to highlight the importance of technology in their LTE pedagogy.

2.4.4 Conclusion

In the first area of the literature, I reviewed in depth three themes from within the literature on language teacher training programme and as a result some potential gaps were identified. The first theme considered the two issues of *language teacher training education vs language teacher training courses programmes* and *models of teacher training programmes.* In this theme what seems to be missing is a pedagogical training framework to cover all models discussed. The second theme considered the two issues of *the importance of having an evaluation system* and *exploring current evaluation systems.* What seems to be missing in this theme is a theoretical framework to design the evaluation system based on. The third theme considered the two issues of *language teacher training preparation programmes framework for today's world* and *language teacher training programmes' theoretical considerations.* In this

theme what seems to be missing is the role of technology in the LTE pedagogy model.

2.5 Integration of technology use into language teacher training programmes

In the second area of the literature, I reviewed in depth the integration of technology into language teacher training in the literature. The literature prominently highlights the importance of using technology as an essential element of language teacher education (Son, 2018; Kessler & Hubbard, 2017; Torsani, 2016; Kessler, 2012; Hubbard, 2008; Luke & Britten, 2007; Kessler, 2006). I will review the literature on the role of relevant technology in language teacher training programmes and identify some shortcomings in that literature that can serve as the basis for my project and where I hope to make a contribution to the literature. Three key themes were identified in this area:

- Challenges of integrating technology use into language teacher training programmes
- Language teachers' attitudes toward adopting technology in their teaching
- Language teacher training transformation

Fig 2.3 indicates the identified arguments under the themes in the second area:

Challenges of integrating technology use into language teacher training programmes	Language teachers' attitudes toward adopting technology in their teaching	Language teacher training programmes transformation
• Lack of institutional support for developing teachers' technology competence • Importance of informal mechanisms for teacher training to use technology • Types of challenges of integrating technology use into language teacher training programmes	• Reasons behind language teachers' attitudes towards technology use • Effects of such unwillingness on language teachers' teaching and training	• Forced transformation to use technology during the pandemic • Technology use pre- and post-pandemic

Fig 2.3: Literature review identified arguments themes in the 2nd area

2.5.1 Challenges of integrating technology use into language teacher training programmes

One way in which this area is discussed in the literature is by emphasising on challenges and effects this integration creates for language teacher development (Ammade et al., 2018; Kessler, 2007). Ammade et al. (2018) have highlighted that the integration of technology in language education has created some challenges for teacher training development. Kessler (2007) mentioned that the use of technology in classrooms was not an integrative part of the formal syllabus, and it was considered an alternative way to facilitate teaching and learning. Technology could facilitate all processes of teaching and learning providing that teachers are aware of the importance of using it and also the ways to constructively use it in their teaching process. What is valuable about the literature that highlights this area is education in general and language education in specific have been influenced by the use of technology in different ways. There are three key arguments I would like to cover in this section as follows:

- Lack of institutional support for developing teachers' technology competence
- Importance of informal mechanisms for teacher training to use technology
- Types of challenges of integrating technology use into language teacher training programmes.

The first argument in this strand of literature is about *lack of institutional support for developing teachers' technology competence.* Typically, the evidence presented includes the importance of institutional support for developing teachers' technology competence, the necessity of developing teachers' technology competence and the importance of integrating a formal technology use training component into teacher training education programmes. Authors in this area mainly considered issues that lack of technology integration into language teacher training education might affect teachers and students. Hubbard (2008) believes that many trainee teachers graduate from their training courses without receiving any proper technology use training. Kessler

(2006) highlighted that the lack of language teacher technology competence preparation is one of the most important challenges in the integration of technology into language teachers' training programmes. Kessler & Hubbard (2017) and Reinders (2009) highlighted that language teachers more than ever need technology use competence to introduce relevant technology to their students and use it properly in their classrooms. Hanson-Smith (2006) and Lave & Wenger (1991) highlighted that the most effective way to integrate technology into language teaching is through educating teachers formally in teacher training courses. They believe teacher training courses should consider technology in the programmes and train teachers how to use technology in their classrooms. Meunier (1997) and Warschauer (1996) believed that the integration of technology into language lessons by teachers can increase students' interest and motivation and students can achieve better results. They also highlight that this cannot be achieved without proper teacher training and integrating technology use into the training. Marwan & Sweeney (2019) conducted a study using activity theory to investigate the contradictions related to teachers' integration of technology into their English teaching practice. They concluded that language teachers will not automatically integrate technology into their teaching. They need time and support to develop the required skills in order to use technology in their lessons.

The strengths of such work I believe are that the authors have identified actual challenges of technology integration and clearly highlighted in the literature the importance of the role of technology in language teachers' training programmes and how lack of such integration might affect teachers and students, yet such work seems to overlook to consider the effects of such integration on teachers and their performance. It seems in the literature that the identification of the challenges has been considered much clearer than identification of the effects of this integration on teachers' performance.

The second argument in this strand of literature is *the importance of informal mechanisms for teacher training to use technology.* Typically, the evidence presented includes the importance of informal mechanisms that language teachers find and use to meet their needs of using technology in their lessons.

Authors mainly highlighted that informal channels of learning technology use are as important as formal channels of learning, and they need to be considered as well. Kessler (2007) emphasised that informal channels that teachers use to develop their technology use in their lessons need to be considered seriously as they are as important as formal training components. Kessler & Hubbard (2017) and Reinders (2009) highlighted the role of teachers in learning informally how to integrate technology into their language classroom. They believe language teachers should feel comfortable using any form of technology in their classroom and if they struggle with the use of technology in their lesson, they will not use any form of technology in their classroom, or their lessons will be affected by improper use of technology. The strength of such work I believe is the fact that researchers have highlighted the importance of informal learning by using technology for teachers and the fact that informal learning is one way of overcoming the challenges of technology integration into language teacher training education programmes but it seems more studies need to be conducted in this specific area to make it clear how, in what areas and for what purpose language teachers can use informal mechanisms to help them use technology in their lessons.

The third argument in this strand of literature is about *types of challenges of integrating technology use into language teacher training programmes.* As the literature indicates there have been different ways to categorise the types of challenges in the integration of technology into teachers' education.

A major discussion in the literature in this domain is about having *a standard framework* for integrating technology into language teacher education. Mishra & Koehler (2006) believe that it is important to have a framework not only to identify problems in different approaches but also to identify new insights for making decisions pragmatically. To respond to this issue Mishra & Koehler (2006) introduced TPACK (Technological Pedagogical Content Knowledge) which is a teaching framework building on Shulman's (1986) formulation of ''pedagogical content knowledge'' study.

"…thoughtful pedagogical uses of technology require the development of a complex, situated form of knowledge that we call Technological Pedagogical Content Knowledge (TPCK)." Mishra & Koehler (2006, p. 1017)

TPACK has been widely used and developed by researchers in this domain since it was introduced in 2006. "The TPACK framework has drawn the attention of educators and researchers, as evidenced by the approximately 600 publications across major disciplines currently indexed in the Scopus database, as well as roughly 350 publications collected in the Web of Science." Tseng & Park (2022, p. 949)

According to Mishra & Koehler (2006), the basis of their TPACK framework is based on the fact that "teaching is a complex activity" and requires special considerations from various perspectives. In their model, Mishra & Koehler (2006) argue that successful teaching depends on three "knowledge domains": Content (C), Pedagogy (P), and Technology (T). TPACK exists at the intersection of these three knowledge domains: Technology, Pedagogy and Content. Mishra & Koehler (2006) emphasise the importance of the integration of these three knowledge domains and the fact that TPACK goes beyond the consideration of these three domains in isolation. The interaction between the three knowledge domains leads to the existence of four more knowledge domains. The following is the list of seven knowledge domains introduced in TPACK by Mishra & Koehler (2006):

- Content Knowledge (CK)
- Pedagogical knowledge (PK)
- Technology knowledge (TK)
- Pedagogical Content Knowledge (PCK)
- Technological Content Knowledge (TCK)
- Technological Pedagogical Knowledge (TPK)
- Technological Pedagogical Content Knowledge (TPCK)

Fig 2.4 is an illustration of seven knowledge domains in TPACK:
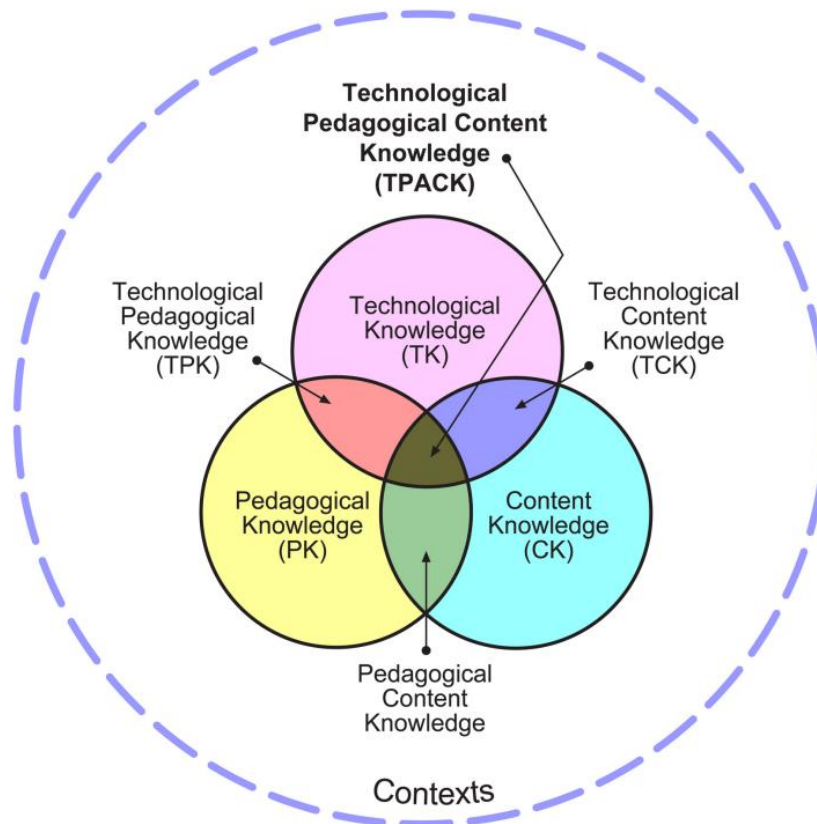
Fig 2.4: The seven knowledge domains in TPACK (The source of the image is attributed as http://tpack.org)

The authors discussed that what TPACK offers is much more than the three basic knowledge domains (content, pedagogy, and technology) and it is different from disciplinary or general knowledge that technology experts or teachers in different fields might have:

> TPCK is the basis of good teaching with technology and requires an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones. (Mishra & Koehler, 2006, p. 1029)

As the literature indicates the TPACK framework has been the focus of several studies in various disciplines including language teaching and teacher training. Tseng & Park (2022) conducted a review of the TPACK and language teachers and identified 51 studies published from 2011 to 2019. Tseng & Park (2022) also identified some studies in which the focus of the studies have been the use of TPACK in designing teacher training programmes such as McKenney & Voogt (2017), Voogt & McKenney (2017) and Kharade & Peese (2014). What seems to be missing in the literature in this domain is to identify and analyse an actual pre-service teacher training programme based on the components of TPACK. In my study, I will try to contribute to this area.

In addition to the above-mentioned discussions in the literature, I have reviewed relevant papers and categorised the discussions related to the challenges of integration of technology use into language teacher education as follows:

1. *The challenge of change:* Typically, these types of challenges argue that technology integration is an ongoing matter and should be an integrated part of any teacher training programme. Kessler & Hubbard (2017) explained that the use of technology in classrooms is an ongoing matter and teachers need to receive proper training for new technologies. They mention mobile-assisted language learning (MALL) as an example, and they believe MALL can bring a lot of opportunities for language learning, so it is important to train teachers to implement technology into their teaching. They also highlighted that the number of online courses has increased, and it is going to be even more in the future. They mentioned that for teaching online classes, teachers need to directly use technology and training teachers for such teaching situations is necessary. Meskill (2013), Dooly (2011) and Bauer-Ramazani (2006) believed that teaching online has given us an overview of teacher training online and how to develop training opportunities for teachers online.

2. *Teacher development and using technology challenge:* This area discussed the importance of training teachers properly to use materials and activities which are designed with proper technologies to facilitate teaching and learning such as interactive materials and online games. Interactive activities as Kessler

& Hubbard (2017) mentioned are among the most effective language-learning practices and teachers need to be aware of them and use them in their teaching. Online games are among the most common interactive activities in language lessons. Reinders & Wattana (2014) and Gee & Hayes (2011) emphasised that students are interested in game-related practices and participate more effectively in such activities because game-related practices can provide "authentic experiences" for students and give the students some opportunities to engage and participate more. Shermis & Burstein (2013) and Warschauer & Grimes (2008) found that some teachers do not use available tools such as automated essay evaluation tools mainly because they have not received proper training to use them and there is no problem with the technology at all.

3. Teachers and a social future challenge: This strand of literature focuses on the future of teaching English and how socialising using social media networks can help students develop their communication skills in online situations in which students are socialised in their lives. Kessler & Hubbard (2017) mention that focusing on the "social nature of communication" by using relevant technology is another challenge that teachers face in their classrooms. They believe communication and collaboration skills can be best taught to students by using available technology in class and beyond the classroom. Storch (2005) in Kessler & Hubbard (2017) mentioned the importance of collaboration in language lessons by saying: "A reconceptualization of classroom teaching" (p. 169). Kessler & Hubbard (2017) highlighted that for teachers to confidently use such technologies in their lessons, they should receive proper training.

4. The challenge of "normalization": This area of literature has been the focus of several studies and authors have focused on the normalisation of technology use in language lessons from various aspects. Bax (2003) believes that technology use in language classrooms will become normal and a routine part of each lesson. However, Hubbard (2008) and Peters (2006) believe this normalisation will not take place shortly and we have a long way to go. Chambers & Bax (2006) mentioned that "integrating technology into curricula" is a demanding task. Kessler & Hubbard (2017) suggest that the major problem in

the process of normalisation of technology in language lessons is proper teacher training preparation and by preparing teachers properly we can speed up this process.

5. *Lack of plan challenge*: The last area I have categorised the challenges based on the relevant literature is the lack of specific plans and standards for integrating technology into language teacher training education programmes. As I reviewed this area it seems there is not much emphasis on actual standards and methodologies for the integration. Hubbard (2008) identified three main challenges of integrating technology into language teacher education programs: "lack of standards, lack of established methodology, insufficient infrastructure". I very much agree with Hubbard (2008) and believe it is very important to have clear standards for any interaction and without proper standards we cannot suggest any practical programmes to tackle the identified challenges. What seems to be missing in literature is some actual standards to cover all these issues discussed here.

The work discussed in this theme raises some important issues about the challenges of integrating technology use into language teacher education such as the three main challenges discussed of lack of institutional support for developing teachers' technology competence, importance of informal mechanisms for teacher preparation to use technology and types of challenges of integrating technology use into language teacher education. Yet I believe what seems missing is some standards and methods. These elements need to be added to teacher training programmes. I will therefore try to contribute to this discussion by suggesting solutions to these issues.

2.5.2 Language teachers' attitudes toward adopting technology in their teaching

The second theme in which this area is discussed in the literature is by emphasising language teachers' attitudes toward the use of technology in their lessons. This theme has been focused on in several articles in the literature and it seems a major discussion in the field. Language teachers' willingness to use technology in their lessons has a great impact on their development in teacher

training courses. There are two key arguments I would like to review in this section as follows:

- Reasons behind language teachers' attitudes towards technology use
- Effects of language teachers' unwillingness on their teaching and training

The first argument in this strand of literature is about *the reasons behind language teachers' attitudes towards technology use.* Typically, the evidence presented in the literature includes language teachers' unwillingness to use technology in their lessons and typical reasons for language teachers' unwillingness to use technology in their lessons. Keser Ozmantar, & Cin (2023) have conducted a study on the experiences of some refugee teachers in Turkey and the way they made their identity as teachers and what experiences they faced in their journey to become teachers and develop their identity as teachers. This study reveals the fact that there are various hidden reasons behind teachers' attitudes in different aspects of their teaching including the use of technology in their lessons which needs to be considered by researchers in the field. Authors mainly confirmed that language teachers might be unwilling to adopt technology in their teaching. Bain & McNaught (2006), and Lam (2000) tried to identify the reasons behind this unwillingness. Specific issues that are highlighted under this theme as literature shows are related to the reasons why teachers are not willing to use technology and the effects of such unwillingness on their teaching and training. McFarlane et al. (1997) raised the issue that teachers were not willing to use technology in their lesson plans. Kim (2002) conducted a study to highlight the potential reasons why language teachers were hesitant to use technology in their teaching. She confirmed that this is a fact that some teachers are not willing to integrate technology into their lessons due to various reasons including "perceived barriers" such as lack of knowledge and experience, technical issues and time constraints and "invisible barriers" such as teachers' disagreement on the effectiveness of technology integration into their lessons and personal preferences which are among major reasons. Kim (2002) also mentioned that teachers are sometimes regarded as "barriers" in the process of learning when it comes to the use of technology in language learning. I believe there are more reasons that the authors could discuss here

such as the effects of socialising with other course participants on teachers' attitudes towards the use of technology in the course.

I believe these are important reasons and are missing in these studies. As the literature indicates, lack of formal technology training during teacher training courses has been among the most important reasons that teachers believe they are not willing and capable of teaching languages using technology. Kessler (2007) believes that there was a general lack of computer-assisted language learning presence in teacher training programs. Literature also reveals that lack of formal technology-related training in teacher training courses could be one reason for teachers to have a negative view of technology (Merç, 2015; Kessler, 2007). The strength of such work I believe is that authors have confirmed some language teachers are unwilling to adopt technology in their lessons, and they have discussed various reasons for it. I believe it is the first step to finding reasons for this issue, yet such work seems to overlook specific reasons language teachers might have for being unwilling to adopt technology in their online lessons. There are not many studies to focus on teachers' unwillingness to adopt technology in online language lessons.

The second argument in this strand of literature is by considering *the effects of teachers' unwillingness on their teaching and training.* Typically, the evidence presented in the literature includes discussing the impact of language teachers' unwillingness to adopt technology in their lessons on their teaching performance and on the other hand how successful lessons might be if teachers adopt technology in their lessons. Using technology in language teacher training has always been an issue among teachers as Kessler (2007) has mentioned. Language teachers' attitudes toward using technology could have an impact on the way they would use technology in their lessons. Shyamlee & Phil (2012) believe that there is a direct relationship between using proper technology in a language lesson and how successful the lesson will be, however, they have highlighted we also need to consider the technical difficulties and kind of technology we choose to use. Kohnke (2021) believes that if language teachers receive proper training to use technology in their classes, their classes become more student-directed, and students will directly

benefit from such technology-enhanced teaching methodologies. Er & Kim (2017) mentioned that language teachers' beliefs about the use of technology affect the way they decide to use technology in their lessons or never use them. Ert-mer & Ottenbreit-Leftwich (2010) mentioned that language teachers decide to use technology if they believe technology can help them achieve their lessons objectives.

What is valuable about the literature that highlights this area is teachers, who have positive attitudes toward using technology, could motivate students to use it in the process of learning and as a result, the students would be encouraged to use available technological devices to facilitate their learning, yet such work seems to overlook to set some proper guidelines and standards for good practice in the field. The positive impact of teachers' willingness to use technology in their lessons has been discussed properly in the literature but no standards have been introduced for such good practice.

The points discussed in this theme raises some important issues about language teachers' attitudes about using technology in their lessons such as some reasons why they are unwilling to use technology and the effects this unwillingness might have on their teaching and also the importance of having proper and formal technology training for teachers. Yet what seems to be missing is the reasons language teachers are unwilling to adopt technology in online lessons and having proper standards for good practice in the field in order to encourage language teacher adopt technology in the lessons and to improve their technology competence. I will therefore try to contribute to this discussion by focusing on underlying reasons online teachers might have for being unwilling to adopt technology and provide some standards of good practice for adopting technology in online language teacher training programmes.

2.5.3 Language teacher training programmes transformation

The third theme in which this area is discussed in the literature is the language teacher programme transformation post-pandemic. The COVID pandemic has been discussed as a crucially important theme in the literature on technology

integration. This theme has been focused on in several articles in the literature and it seems a major discussion in the field. In this theme, I will try to highlight the language teacher programme transformation post-pandemic and review some differences between teacher training programmes before and after the pandemic. The global pandemic in 2019 has impacted millions of people and their lives around the globe differently including language teachers and their education (Abukhalaf & Charles, 2022). The literature features prominent arguments that the role of technology in language teacher education pre- and post-global pandemic is different (Karatay & Hegelheimer, 2021; Kilickaya, 2021; Oskoz & Smith, 2020). The literature prominently indicates the dichotomy between in-person and online teaching of languages and the effect of the pandemic on language education (Oskoz & Smith, 2020; Kessler, 2007; McFarlane et al., 1997). There are two key arguments I would like to review and cover in this section:

- Forced transformation to use technology during the pandemic
- The role of technology use in language teacher programmes pre- and post-pandemic.

The first argument in this area of literature is about *forced transformation to use technology during the pandemic by language teachers.* Typically, the evidence presented in the literature includes the need for online delivery of language lessons during the pandemic, how using technology was a must and not an option for language teachers and some potential issues the transformation had created. Researchers mainly discussed the fact that due to the need to deliver language lessons online, language teachers have been forced to teach online and had to improve their online teaching pedagogy and technology use (Charles, 2023; Tarrayo et al., 2022; Cárdenas et al., 2021). Lee et al. (2022) conducted a study using activity theory to explore the nature of forced transformation during the Covid and its impact on institutions' "academics' pedagogical experiences". They believe that forced transformation in teaching activities during the Covid caused various contradictions for teachers in institutions. They realised that teachers with online teaching experience and teachers without online teaching experience faced different challenges. Using

technology in current online classes is not an option as the entire lessons take place online using various technology and teachers are required to use technology effectively. The key point that is emphasised here is the fact that using various techniques in online lessons is no longer an option and this fact highlights the role of technology post-pandemic. I believe this is an important point that has been highlighted in the literature that teachers have no option to use or not to use technology in their online lessons. I also believe this fact changes the position of technology from "supplementary tools" to "essential tools" for any language lesson. Although there have been some relevant studies which have highlighted this issue here, more studies need to be conducted to focus on the position of technology post-pandemic. Such a "forced" situation has brought some implications for teachers and specifically, it will influence how they engage in different ways than if this were a voluntary situation. Hubbard and Levy (2006) highlight the importance of helping language teachers develop their computer-assisted language learning in a way that they feel comfortable using technology in class. It seems that this need is even more crucial for online language teachers nowadays. Karatay & Hegelheimer (2021) highlight some online-related issues in online teacher education that this forced transformation has created such as some new ethical issues in online lessons and the use of open resources in online lessons. What seems to be missing in this theme I believe is to highlight the importance of technology in online language lessons to focus on only online lessons and the essential tools to facilitate online language teaching and learning.

The second argument in this area of literature is about *the role of technology use in language teacher training programmes pre- and post-pandemic.* Typically, the evidence presented in the literature includes discussions of the use of technology pre- and post-pandemic, teacher training preparation for in-person and online teaching modes and the importance of teacher training for online-only teaching situations. Authors mainly consider the difference between the use of technology pre- and post-pandemic in language education. As it is clear in the literature, online language education pre-pandemic was limited mainly to optionally using technology to facilitate learning. Teacher training courses were also designed to prepare teachers for mainly in-person teaching

in classrooms. Godwin-Jones (2020) believes that this transformation from in-person to online learning is going to be permanent and is no longer a sudden response to the pandemic as it was in the early months of the pandemic. Karatay & Hegelheimer (2021) mention that language teacher training for online language teaching opportunities needs to be revised and investigated.

To focus on the role of technology in modern language teaching, there are some important frameworks such as Mishra & Koehler (2006) TPACK, and Johnson & Golombek (2020) LTE pedagogy. One prominent framework around the world in practice is Cambridge "Digital Framework" (The Digital Teacher, 2023). Cambridge English have introduced a framework for language teachers who consider teaching with technology. The framework describes key competencies language teachers need to potentially have and develop to teach effectively using relevant technology. "*The Cambridge English Digital Framework has been developed in consultation with practising language teachers and trainers. It describes key competencies for teaching effectively with technology*" (The Digital Teacher, 2023). There are six categories in this framework:

- *The Digital World:* This category highlights the role of technology beyond the classroom and how teachers are responsible for the safety of their students and themselves in the digital world. Fig 2.5 shows the position of this category in the Digital Framework.
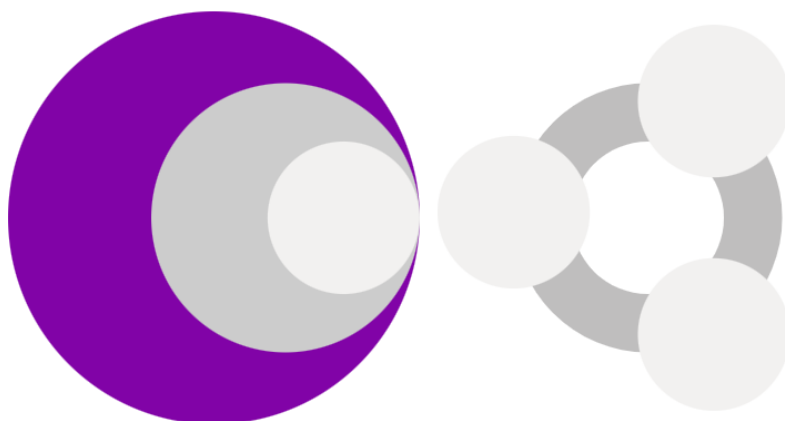
Fig 2.5: The Digital World in the Digital Framework

- *The Digital Classroom:* This category highlights the pedagogical and technological aspects of language teaching and how it is required that language teachers should enhance their awareness and proficiency in these areas. Fig 2.6 shows the position of this category in the Digital Framework.
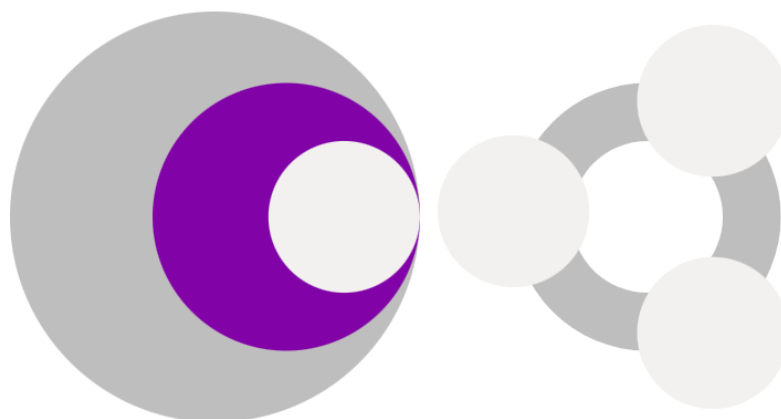
Fig 2.6: The Digital Classroom in the Digital Framework

- *The Digital Teacher:* This category highlights the importance of professional development for language teachers. It recommends that language teachers use digital resources, attend conferences and share their best practices with other teachers to help develop a community of practice. Fig 2.7 shows the position of this category in the Digital Framework.
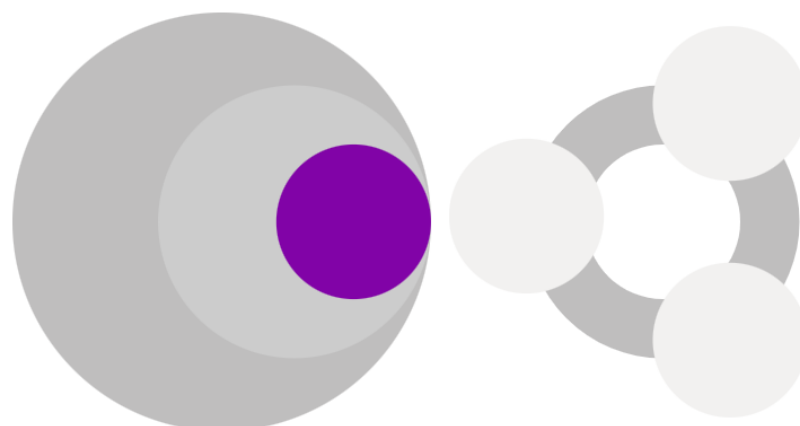
Fig 2.7: The Digital Teacher in the Digital Framework

- *Designing Learning:* This category focuses on planning lessons and setting clear objectives for language lessons using proper digital tools and resources. Language teachers are expected to use relevant tools to

facilitate learning for students. Fig 2.8 shows the position of this category in the Digital Framework.
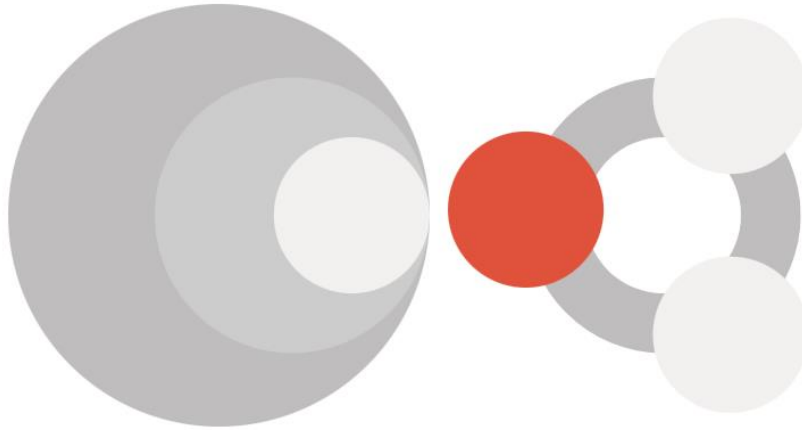
Fig 2.8: Digital Learning in the Digital Framework

- *Delivering Learning:* In this category language language teachers are expected to develop their technology use competence in order to to better help and their students. Students can meet their actual needs when teachers provide "digital learning environment" for them to learn. Fig 2.9 shows the position of this category in the Digital Framework.
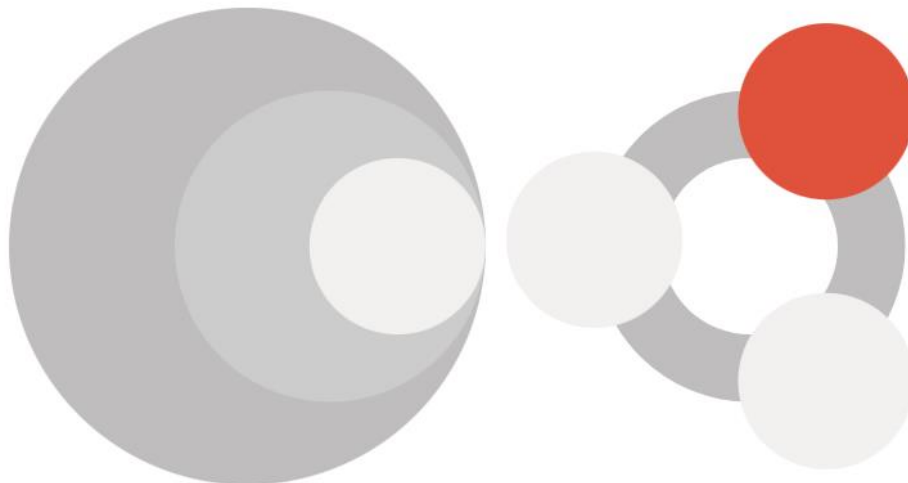
Fig 2.9: Delivering Learning in the Digital Framework

- *Evaluating Learning:* This category emphasizes the importance of having proper evaluation tools for students and lessons in language lessons and how technology can facilitate this evaluation for language teachers. It is also highlighted in this category that digital tools help language teachers

understand their lessons more effectively. Fig 2.10 shows the position of this category in the Digital Framework.
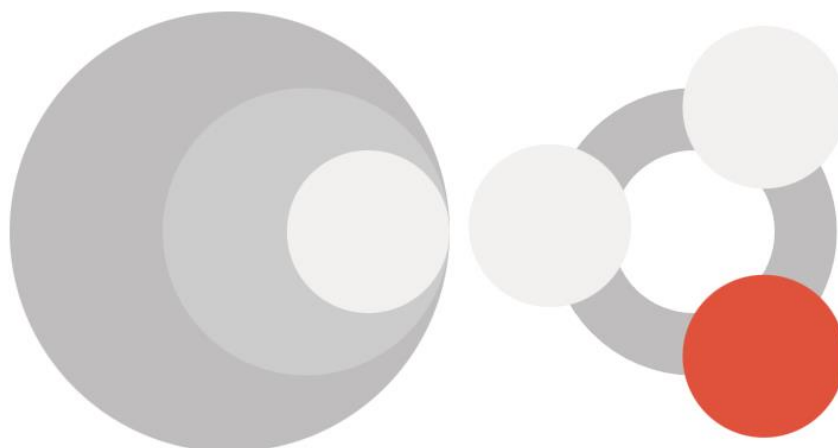
Fig 2.10: Evaluating Learning in the Digital Framework

I believe this framework can be used to highlight the role of technology in language training programmes in which technology has an essential role. Although there is no reference of the designers on the Cambridge website about the framework, I believe it is useful framework and can be considered as a reliable source to evaluate the role of technology in training programmes.

What is valuable about the literature that highlights this theme is having a clear understanding of how technology can help language teachers develop their online skills during their required online teacher training course, yet such work seems to overlook highlighting specific teacher training standards for online-only language teaching. Although the COVID pandemic raised and established the importance of online language teaching, there is not still specific focus on online-only teacher training and all teacher training programmes train teachers for both in-person and online delivery modes at the same time.

The areas discussed in this theme raise some important issues such as the essential role of technology in online language lessons and how teachers need to receive support to develop their technology-related skills for post-pandemic teaching contexts. Yet what is missing in the literature is any online-only teacher training framework to prepare teachers for teaching online only. What is discussed in the literature is about integrating technology into teacher training

programmes and not to design one specific programme for online teaching only. I will therefore try to contribute to this discussion by introducing an online-only language teacher training framework and standards and by taking into account the fact that the role of technology post-pandemic is not comparable with its role pre-pandemic.

2.5.4 Conclusion

In the second area of the literature, I reviewed in depth three themes from within the literature on integration of technology use into language teachers training programme and as a result some potential gaps were identified. The first theme considered the three issues of *lack of institutional support for developing teachers' technology competence, importance of informal mechanisms for teacher preparation to use technology* and *types of challenges of integrating technology use into language teacher education.* In this theme what seems to be missing is an actual standard, methods and practice and practical aspects which need to be added to teacher training programmes. The second theme considered the two issues of *reasons behind language teachers' attitudes towards technology use* and *effects of teachers' unwillingness on their teaching and training.* What seems to be missing in this theme is how to assess teachers' technology competence to make sure they are willing to use technology in their lessons and what standards to use for such assessment or encourage them to improve their technology competence. The third theme considered the two issues of *forced transformation to use technology during the pandemic* and *the role of technology use in language teacher programmes pre- and post-pandemic* and found what seems to be missing is an online-only teacher training framework to prepare teachers for teaching online only.

2.6 The gap in the literature

I have framed my review based on the relevant teacher training areas in the literature and came up with two areas and six themes that I have mentioned in the review section and specifically focused on the gap in the literature of the online mode of language teacher training delivery, which I found some relevant

gaps in the literature. Fig 2.11 is an overview of the areas, themes, arguments and gaps I have reviewed and found in the process of my literature review.

Literature Review Overview

AR1: Positioning language teacher training programmes

T1: Language teacher training in literature

A1: Education Vs training programmes

G1: Lack of an integrative training model

A2: Models of teacher training programmes

G2: Lack of an integrative training model

T2: Evaluation of training programmes

A1: Importance of evaluation systems

G1: Lack of evaluation systems based on theoretical frameworks

A2: Exploring evaluation systems

G2: Lack of evaluation systems based on theoretical frameworks

T3: Future of training programmes

A1: Modern language teacher training programmes framework

G1: Missing role of technology in LTE pedagogy model

A2: Language teacher training programmes' theoretical considerations

G2: Missing role of technology in LTE pedagogy model

AR2: Integration of technology use into language teacher training pro

T1: Challenges of technology integration

A1: Lack of institutional support

G1: Lack the effects of integration on teachers

A2: Informal technology training

G2: Lack of clarity in informal technology training

A3: Types of challenges

G3: Lack of actual standards to cover issues

T2: Language teachers' attitudes

A1: Reasons behind teachers' attitudes

G1: Lack of clarity about reasons behind online lessons

A2: Effects of teachers' unwillingness

G2: Lack of standards for good practice

T3: Language teacher training transformation

A1: Forced transformation

G1: Lack of focus on importance of technology in online training

A2: Technology use pre- and post- pandemic

G2: Lack of an online-only teacher training

ARX = Areas of review
TX = Identified Themes
AX = Arguments
GX = Gaps in the literature (different colours show different gaps)

Fig 2.11: Literature review overview

What is also missing in the literature is an understanding of deep systemic relationships that make a language teacher education programme work. There are not many studies in this domain as the literature indicates. What I have learned from this review was that language teacher training courses mainly focus on training teacher trainees and preparing them for in-person teaching environments. The use of technology for language teachers had been considered as a supplementary feature to assist teachers and students in their teaching and learning but post-pandemic this role has been changed and teaching languages online using relevant technologies is no longer an option. Exploring the relevant literature indicates that exploring online language teacher training programmes and the way technology has been integrated and used to train teachers for online and in-person teaching environments from different perspectives such as the dichotomies between in-person and online teaching of languages, the unwillingness of language teachers to adopt technology and supporting re-design of teachers' existing programmes could be a potentially new and proper research area. This study will allow me to explore and find new findings in the ongoing discussion about language teacher training education structures and integrating technology into language teacher training programmes. It will also allow me to contribute to the controversial discussion about dichotomies between in-person and online teaching of languages. Furthermore, I will potentially contribute to the ongoing discussion about the unwillingness of language teachers to adopt the technology and some new features to support teachers in online teacher training programmes.

Chapter 3: Theoretical framework

3.1 Introduction

This chapter aims to introduce the theoretical framework underpinning this study and elucidate its application within the research context. To comprehend the organisational structure of the presented case study, a comprehensive discussion and analysis of the theoretical framework governing this investigation will be undertaken. The ensuing discourse will provide a systematic overview of the CELTA systems. Within this chapter, due attention will be devoted to elucidating the researcher's ontological and epistemological stances, establishing the foundational principles guiding the study. Furthermore, an exploration of pertinent elements of activity theory will be conducted, substantiating the rationale behind its selection as the overarching framework for this inquiry. A specific focus will be directed towards the activity systems model employed within the study, accompanied by an examination of extant literature employing activity theory as their conceptual framework. Given the central role of system contradictions in this investigation, a detailed exposition on this thematic aspect will be provided. The chapter will culminate in a discussion on the potential implications inherent in the adoption of activity theory for this particular study, thereby providing a cohesive conclusion to the theoretical underpinnings of the research.

3.2 Ontological and epistemological assumptions

I have systematically considered various ontological and epistemological presuppositions to contextualise this study, thereby exerting a profound influence on the selection of the theoretical framework, methodology, and subsequent data analysis. This section commences with a detailed exposition of my ontological perspective concerning the fundamental nature of reality. Simultaneously, it explicates the epistemological assumptions that delineate my approach towards the exploration and acquisition of knowledge within this paradigm. Cohen et al. (2017), drawing on the seminal work of Burrell and Morgan (1979), present an array of assumptions categorised to articulate the

notion of social reality. These assumptions are further classified based on their foundations in ontology, epistemology, human nature, and methodology. Within the domain of ontological assumptions, the discourse centres on the intrinsic nature of social phenomena:

> Thus, the authors ask, is social reality external to individuals – imposing itself on their consciousness from without – or is it the product of individual consciousness? Is reality of an objective nature, or the result of individual cognition? Is it a given 'out there' in the world, or is it created by one's own mind? (p. 5)

They have used the philosophical terms nominalist– realist to categorise these ontological assumptions. The nominalist view looks at the objects of thought as only words and this idea that there are no independent things to be considered as the meaning of words, but the realist view, on the other hand, expresses this fact that objects do exist in the world independently. My stance as a researcher is more realist than nominalist. "The fact that I can see a dog is not simply because of my perception or cognition but because a dog exists independent of me" (Cohen et al., 2017, p. 5).

Another set of assumptions identified by Burrell and Morgan (1979)) and being discussed by Cohen et al. (2017) are the dichotomy of objectivity and subjectivity of knowledge. They believe this dichotomy is very important and can shape how knowledge is acquired and communicated among human beings:

> The view that knowledge is hard, objective and tangible will demand of researchers an observer role, together with an allegiance to the methods of natural science; to see knowledge as personal, subjective and unique, however, imposes on researchers an involvement with their subjects and a rejection of the ways of the natural scientist. To subscribe to the former is to be positivist, to the latter, anti-positivist or post-positivist. (Cohen et al., 2017, p. 5).

The dichotomy of objectivity and subjectivity of knowledge has been criticised by the opponents of positivism as Cohen et al. (2017) have highlighted. They believe that although there are several epistemological viewpoints in post-positivism, they all agree that human behaviour cannot be governed by universal laws and underlying regularities:

> … the social world can only be understood from the standpoint of the individuals who are part of the ongoing action being investigated and that their model of a person is an autonomous one, not the version favoured by positivist researchers. Such a view is allied to constructivism. (Creswell, 2013, p. 17)

Bligh and Flood (2015) discussed the concept of activity and whether 'activity' is seen as the link between subjective and objective within a single world. They believe there are philosophers like Hegel who "positioned 'activity' as a relation between subjective and objective realms". On the other hand, dualists, like Kant believe that those realms were completely divided. Bligh and Flood (2015) added that according to Karl Marx "human consciousness arises within activity". (p. 144)

My ontological position aligns with dialectical ontology. Based on this approach 'reality consists of dialectical processes of self-movement of developing systems of interaction' (Tolman 1981 as cited in Virkkunen and Newnham 2013, p. 30). The world in this point of view is considered a state of flux and contradictions are considered to propel further development. This is as we can see in Darwin's theory of evolution (Hasted 2019). In dialectic thinking, development means finding solutions for contradictions which, in the process, generates new contradictions (Virkkunen and Newnham 2013).

As a researcher, my epistemological views specifically are in parallel with social constructivism. I believe the experiences of people and how they describe them are indicators of the underlying activity systems they participate in and the contradictions they encounter there. Experience is important, but activity theory holds that such experiences reflect an underlying reality. Cohen et al. (2017, p. 22) argue that in constructivism "external objects" do not determine themselves

and they are not "givens" in society or individuals, people construct their worlds by actively participating and interacting in sociocultural contexts:

> Social constructionism holds that individuals seek to make meaning of their social lives and that the researcher has to examine the situation in question through the multiple lenses of the individuals involved, to obtain their definition of the situation, to see how they make sense of their situation and to focus on interactions, contexts, environments and biographies. Cohen et al. (2017, p. 22)

Cohen et al. (2017) emphasise that social constructivism highlights the importance of the social aspect of learning and how some aspects of learning take place only through social communication and interaction.

Considering these ontological and epistemological positions and combining them with my interest in understanding systems by finding relevant contradictions, let me consider activity theory as the framework for this study as Bligh and Flood (2015) highlighted activity theory has responded to the core aspects of dialectical ontology by systematically analysing systems and identifying contradictions in them. They also highlighted that activity theory and dialectical ontology have the same underpinnings:

> Marx's work is the origin of many core positions of activity theory. Three Marxist positions will be directly consequential for our argument: dialectical materialism, ascending from the abstract to the concrete and the importance of change. (Bligh and Flood, 2015, p. 144)

Bligh and Flood (2015) further clarified the concept of "dialectics" and the relationship between " human consciousness" and " the material world":

> Marx's dialectical-materialist position is that the material world exists prior to human consciousness of it (materialism) and that increasing our knowledge of the world means understanding how apparently disparate phenomena are, in fact, deeply connected and constantly developing

> (dialectics). For Marx, human beings undertake to act because of those problems and circumstances that materially confront them. (p. 144)

I believe my stance as a researcher is more realist than nominalist and my ontological position aligns with dialectical ontology. Combining my interest in understanding systems and finding contradictions with these ontological and epistemological positions, put me in a good position to use activity theory as the framework for this study.

3.3 Choosing activity theory as the theoretical framework

For this study, I intended to systematically explore the CELTA Online teacher training course to enhance my understanding of the course and contribute to the existing literature by elucidating the role of technology within this educational system. The CELTA Online teacher training course represents a complex phenomenon, necessitating an in-depth investigation to discern how various aspects of the phenomenon interoperate, ultimately leading to specific experiences and outcomes.

In order to identify and choose a proper theoretical framework for this project, I explored relevant theoretical frameworks such as *Technology Acceptance Theory (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), Technological Pedagogical Content Knowledge (TPACK) and Activity Theory.* I conducted an extensive review of various studies that have employed different theoretical frameworks, seeking to identify the most suitable framework for my research.

The purpose of this project is to address the identified shortcomings in the literature I reviewed (Fig 2.11: Literature review overview). My examination of the TAM theory led me to believe that it mainly focuses on accepting technology based on one's perception of it and also on the ease of *use* and *usefulness* of new technology which affects the user experience. TAM could potentially help me to respond to some shortcomings I have found in the literature (Fig 2.11) such as the reasons behind teachers' unwillingness to use technology in their teaching and types of challenges teachers experience by

using technology, but there were also some arguments and gaps such as the effects of technology integration on teachers and language teacher training transformation and its effects on teachers which I believe TAM would not have been able to address.

Similar to TAM, my examination of the UTAUT theory led me to understand that the theory mainly examines the acceptance of technology. UTAUT is a model that aims to explain *user intentions and behaviour*. UTAUT could potentially address some of the identified shortcomings in this project such as examining language teachers' attitudes towards the use of technology and exploring the role of technology in the LTE pedagogy model. However, there were some identified shortcomings which I believe UTAUT would not have been able to address, such as having an evaluation system based on a theoretical framework to evaluate all aspects of a language teacher training programme and highlighting the issues language teacher training transformation might create for language teachers (Fig 2.11).

TPACK is a theory that helps teachers understand the knowledge they need to teach students some subject matter effectively using technology. TPACK is also a framework for integrating technology into the classroom. My analysis led me to believe believe TPACK was relevant to my study, and I used it as part of my analysis of the integration of technology into the classroom. I have provided an overview of TPACK in Chapter two (section 2.5.1). Additionally, one of my later contributions is based on TPACK: *Technology-enhanced training framework* (section 6.3.6). However, there were some identified shortcomings in the literature which I believe TPACK would not have been able to address such as providing a system to identify potential technology-related issues in language teacher training programmes and highlight and identify potential reasons behind language teachers' attitudes towards the use of technology in their lessons (Fig 2.11: Literature review overview). For these reasons, I decided not to use TAM, UTAUT or TPACK as the theoretical framework for this project.

My analysis led me to believe that activity theory has the proper features which makes it an appropriate framework for this study. The application of the activity

theory framework will enable a comprehensive understanding of the CELTA Online training system, highlighting its contradictions and dynamics. Activity theory can respond to the identified gaps in the literature which other theories would not have been able to respond such as identifying the effects of technology integration on teachers, having an evaluation system based on a theoretical framework to evaluate all aspects of a language teacher training programme and providing a system to identify potential technology related issues in language teacher training programmes (Fig 2.11).

While I acknowledge that the different theoretical frameworks I considered have been employed in numerous studies and could potentially be applied in my research, I concluded that activity theory offers the most comprehensive and coherent approach to addressing my research questions and objectives. Therefore, I chose to adopt activity theory as the primary theoretical framework for my study.

Activity theory has found application in various educational studies: Notably, activity theory has found application in various educational studies. Ashwin (2010), as cited in Bligh & Flood (2017), underscores its broad applicability for studying diverse fields within education. The inherent applicability of activity theory, coupled with its recurrent adoption as a framework in numerous educational studies, validates my choice of activity theory as the theoretical framework for this study, signifying an informed and reliable decision. The forthcoming section, "Examples of previous studies," will further delve into relevant research, strengthening the theoretical underpinning of this study. My specific reasons for choosing activity theory as a framework for this study are as follows:

- *Activity theory has a systematic nature:* Activity theory, renowned for its systematic approach to analysing diverse elements within systems, is deemed particularly suitable for this study. I posit that its systematic nature makes it an ideal theoretical framework, providing clear insights into the interactions and contradictions inherent in the CELTA Online training course. This systematic nature of activity theory can help me to respond to

some of the identified shortcomings I have highlighted in the literature (Fig 2.11) such as exploring the challenges of integration technology into language teacher training programmes and having a proper evaluation system based on a theoretical framework.

- *Activity theory can explain complex systems clearly:* Activity theory can systematically elucidate the complexity inherent in activity systems, providing an additional rationale for its selection. This is particularly relevant as CELTA Online has undergone a transformation from an in-person course to a fully online format. This feature of activity theory is very useful to respond to the gaps discussed about language teacher training transformation (Fig 2.11).

- *Activity theory can facilitate and explain the interconnectedness of each activity:* Another compelling reason for choosing this theory is its capacity to facilitate an understanding of the interconnectedness of each activity within the system and their impact on both one another and the broader context they inhabit. This feature of activity theory helped me to identify different contradictions within and between the activity systems (Fig 7.1) and also their common object (Fig 7.2) to respond to the gapes such as challenges of technology integration and reasons behind teachers' attitudes towards the use of technology (Fig 2.11).

- *Activity theory has strong visual tools to present data:* The triangular figures are used to present the findings based on the seven elements of activity theory and also the contradictions within and between the elements. This feature of the activity theory helps can help me to avoid potential misunderstandings in different parts of this study. Triangular figures are important parts of this project, and I used them to present the complex findings and other relevant sections.

In addition to the positive features of activity theory, I need to mention that there are some limitations and challenges in using activity theory as a theoretical framework.

One potential limitation of the activity theory is the unclear definition of "contradictions". Engeström and Sannino (2011) tried to clarify the concept of

contradictions by distinguishing between "systemic contradictions and their manifestations". They categorised the manifestations of contradictions into four types of "double binds", "conflicts", "critical conflicts" and "dilemmas". Murphy (2022) believes that in the literature researchers do not follow this distinction between different contradictions and identifying contradictions has been undermined:

> However, in a review of 27 CHAT studies that referred to contradictions, 23 failed to make this distinction between systemic contradictions and their manifestations… When reading studies where this distinction is not clear, there was a sense that the value of identifying contradictions as the driver of change was undermined." (Murphy 2022, p. 7)

Identifying proper contradictions will lead to understanding systems properly and planning for the development of the systems so it is very important to have a clear and unified definition of contradictions to help researchers in their studies.

Another potential limitation of activity theory is the *abstract nature* of the theory.

> Activity theory is fuzzy, too theoretical and has concepts that are too flexible and hard to grasp for novel activity theorists (Wiser, et al., 2019, p. 889).

Initially, I found the theory quite challenging to grasp especially the concepts of object, motive and goal and their differences in activity systems and also understanding the concept of an activity system is a demanding task.

One more limitation of activity theory is *the applicability of the theory*. Activity theory is complex by nature, and it is very time-consuming to analyse an activity system based on seven elements of the theory and identify potential contradictions within and between the systems.

Considering these limitations, I realised that I needed to expend significant effort to understand the theory well and how it has been used by other researchers. It is important to make sure about the meaning of theoretical

concepts, analyse the systems properly and present the findings clearly to avoid any confusion and misunderstanding.

3.3.1 Activity theory

Murphy et al (2013) believe that activity theory has evolved from cultural-historical psychology (Engeström, 1999a). They highlight that the major development of the theory has been over the past century and through the work of Engeström.

> Activity Theory focuses on the link between individuals and social structures (Lantolf & Genung, 2002) and between the micro and the macro (Engeström & Miettinen, 1999).
>
> Activity Theory is about future development and breaking with past traditions to engage in more culturally, socially, and historically developed forms of activity (in this case, the activity of learning). (Murphy et al, 2013, p. 22)

Aleksei Leontiev highlighted the distinction between three major concepts of activity, action and operation in activity theory.

> For Leontiev, *activity* refers to *collective and sustained* effort, regulated by an object of activity, and having both sense and meaning. *Action* refers to something more time-bounded and granular, regulated by a particular goal, which may be undertaken by an individual (though in a *conscious, premeditated* way). *Operation* refers to those *routine processes* that are used to adjust actions, regulated by current *conditions*. (Bligh and Flood, 2015, p. 148)

Blunden (2015) has highlighted that activity is the substance and the core concept of activity theory. Action on the other hand is what subjects consciously do to achieve their goals and it is directly controlled by the subject. Operation refers to a fixed pattern of behaviour which can be adapted by conditions. The

subject does not consciously control the operation. Operation is controlled by goals or actions and operations are determined by their conditions.

Igira & Gregory (2009) highlighted that "activities" consist of "actions" which are completed by "operations":

> An activity is defined by a motive (the object of activity) and develops over time and historically in social praxis. Actions are consciously planned towards specific goals and occur in a limited time span; actions are not meaningful in themselves unless they are part of an activity. Operations do not have their own goals; rather they provide means for execution and adjustment of actions to particular situations (Igira & Gregory, 2009; p. 437).

> Fig 3.1 indicates the hierarchical structure of activity.
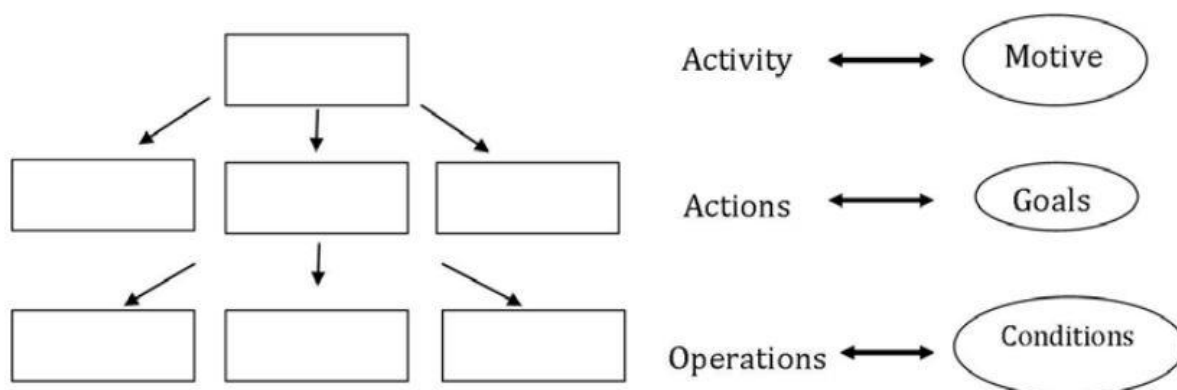
Fig 3.1: The hierarchical structure of activity (Igira & Gregory, 2009)

I am primarily interested in studying "activity" in the CELTA Online training course and will not consider "actions" and "operations" in this system mainly because they are not relevant to the focus of this study and they need to be explored in different fields such as psychology. By focusing on "activity" I will be able to identify potential contradictions in the system to understand it better.

3.3.2 Activity systems

To analyse and discuss activities systematically, activity theory uses a set of seven elements (Fig: 3.2). Activity theory focuses on the relationships between

these elements and uses a triangle to highlight this relationship. Any activity can be analysed using this triangular model which is called an activity system (Engeström, 1999). The core unit of analysis in this study is the activity system. As Bligh et al. 2022 mention an activity system model is a set of elements which are interconnected and aligned towards a specific object. The purpose of this model is to understand the relationships between these elements. By identifying and analysing the interactions between these elements and also within other systems, researchers will have a better understanding of activities and highlight how a system might need to change in the future. Engeström's (1987) triangular activity system model (Fig: 3.2) represents the elements of the activity system.
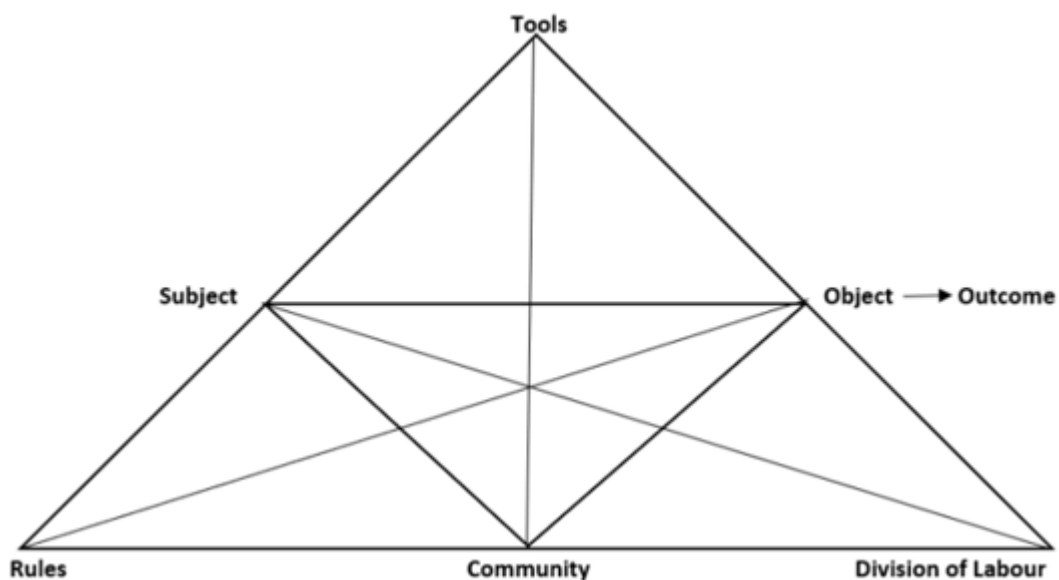
Fig. 3.2: Engeström's activity system (adapted from Engeström, 1987)

Yamagata-Lynch (2010) has described an activity system as a triangular model that was developed by Engeström (1987). Here are seven elements of an activity system based on this model (P: 2):

- The subject is the individual or group of individuals driving the activity.
- The tool includes social others and artefacts that can act as resources for the subject in the activity.
- The object is what subjects are working on as the focus of their activity.
- The rules are any formal or informal conventions that to a varying degree can affect how the activity takes place.

- The community is the broader social grouping that has some stake in the activity.
- The division of labour refers to how the actions are shared among and differentiated within the community.
- The outcome of an activity system is what the subjects are aiming to achieve by working on the object.

Activity theory can be used to understand the process of change in a system (Engeström (1987). The activity system model as Yamagata-Lynch (2010) has highlighted provides a systemic analysis of changes and interactions in complex learning systems, such as the CELTA Course Online system in this study.

3.3.3 Contradictions

As different elements of an activity system usually work at different stages and speeds, there are some contradictions among them. Contradictions are fundamental to the activity, and all activities always have contradictions. Murphy et al. (2013) define contradictions as:

> Activity system components such as norms, division of labour, and tools develop but at different rates and in different ways over long periods. Likewise, different activities may share a component, but the component may be more developed in one activity than in the other. The development at different stages means that there are always disconnects within and between activity systems. Activity Theory calls these disconnects by the term contradictions. (p. 80)

Mørch, Nygård, & Ludvigsen, 2009 believe that contradictions are the sources of transformation in an activity system. Virkkunen & Newnham (2013, p. 277) mention that Engeström suggests that systemic contradictions will lead to a change in activities because people consider those contradictions as doubts and try to resolve them and because of this attempt, they change their activity systems. Engeström (1987) categorised contradictions into four levels.

- *Primary contradictions:* These are the contradictions within each element of the activity. As Murphy et al. (2013, p. 81) mention, these are "the primary contradictions in all capitalist society, e.g., the doctor's object is patient to be healed versus patient as a source of profit." Primary contradictions form the base of secondary contradictions.

- *Secondary contradictions:* These are contradictions between the elements of the activity due to a new factor entering into the activity system from outside the system, e.g., the complex symptoms of the patients versus the traditional diagnostic instruments (Murphy et al., 2013, p. 81). Making sense of the secondary contradictions can aid in making sense of the primary ones and thus with specific problems.

- *Tertiary contradictions:* They refer to activity systems when a more advanced activity than the one that is in the system brings in a more advanced and motive-driven object e.g., new and better models for work that clash with the remains of the old activity (Murphy et al., 2013, p. 81).

- *Quaternary contradictions:* They refer to contradictions between one activity system and its neighbour activities e.g., a doctor refers a patient for care in a hospital that uses a less evolved form of diagnosis and treatment (Murphy et al., 2013, p. 81).

Fig 3.3 is a graphical representation of systemic contradictions (Bligh et al., 2015).
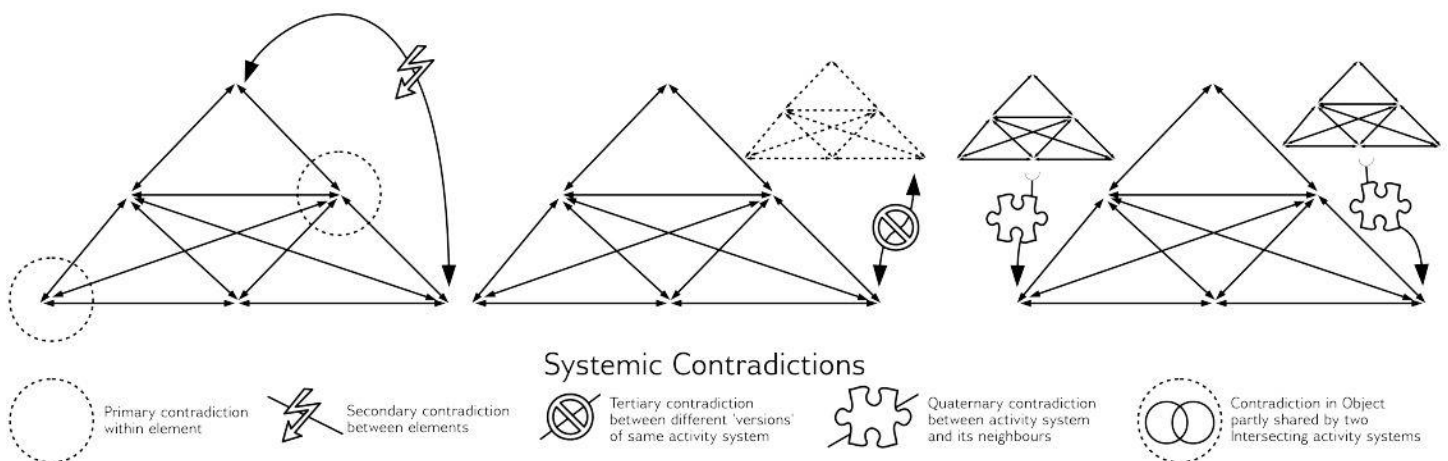
Fig 3.3: A Graphical Representation of Systemic Contradictions. (Bligh et al., 2015)

3.4 Potential triangular analysis and contradictions in changing practice

This diagram Fig 3.4, which is designed based on my personal experience as a tutor in CELTA courses, serves as an illustration of the activity system model. It is supposed to illustrate the basic principles of the activity theory model. This initial diagram formed a starting point for my study. The figure is a clear illustration of different levels of systemic contradictions and can be a potential representation of triangular analysis of the CELTA Online activity system based on 7 elements of activity theory (Engeström 1987). The system tools are probably the Zoom platform and its tools, the Internet, computers and headsets, the subjects of the system could be CELTA candidates, and their motive potentially could be learning how to teach English. The rules could be the Cambridge CELTA criterion reference standards which candidates need to follow to be certified. The community consists of candidates, tutors, students and managers, and the division of labour is for tutors, candidates and students to use Zoom tools to train, teach and learn English and for managers to support participants.
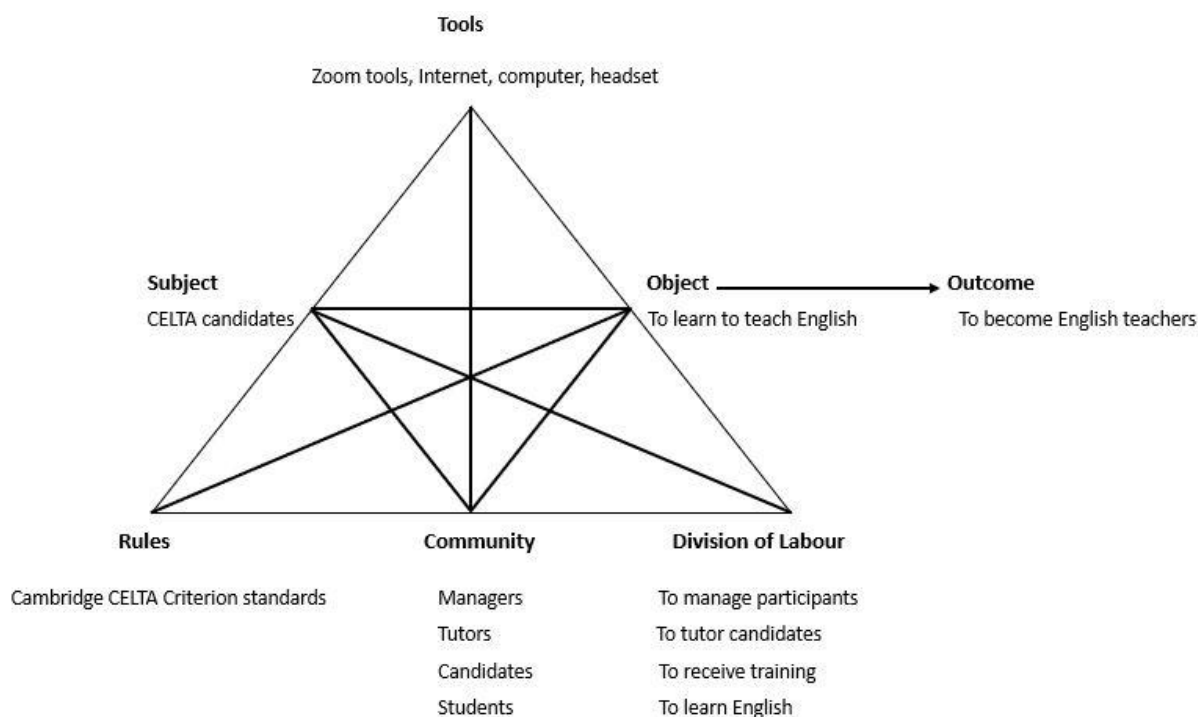
Fig. 3.4: CELTA Online course activity system

Contradictions will be categorised based on Engeström's (1987) framework. These levels have been adopted and used in various studies such as Foot & Groleau (2011); Madyarov & Taef (2012). I will use the Engeström framework, and my observation notes to answer the research questions.

Some potential contradictions in the CELTA system might be:

- *Primary contradictions:* The issue of training teachers for online teaching only whereas CELTA qualifies teachers to teach both online and in-person could be located in the object element of the CELTA activity system.
- *Secondary contradictions:* Zoom and Google apps are the main platforms, but teachers do not receive formal training for using them. This contradiction could be considered between artefacts and rules.
- *Tertiary contradictions:* One potential contradiction in this level could be considering the previous versions of the CELTA Online system such as the blended delivery mode of CELTA which was a common delivery mode before the pandemic and somehow is not popular anymore post-pandemic.
- *Quaternary contradictions:* One potential contradiction here could be the effects of other candidates' activity systems such as their work and family-related commitments on their CELTA training activity system.

3.5 Examples of previous studies

In this section, I will analyse four studies in which activity theory has been used as their theoretical framework. I have searched various studies in which activity theory has been used and chosen these studies to explore because the position of activity theory in these studies is transparent and the researchers have tried to use activity theory in different stages of their studies. I will highlight how activity theory has been used in these studies and how different aspects of the studies have been influenced by the features of activity theory. This analysis will help me as a researcher to explore the ways activity theory can be used in different studies. This analysis will also illustrate how I will use activity theory in my study. By analysing these four studies I hope to gain some insight into how activity theory can be used as the framework of my study and be used

in different sections of my study, especially the methodology, findings and discussions.

The first study to discuss is "Using Activity Theory to Analyse Contradictions in English Teachers' Technology Integration" by Marwan and Sweeney (2019). The study is a qualitative research project exploring how technology can be integrated into English teaching practice. The researchers have focused on three English teachers in a public secondary school in Indonesia. Researchers have used activity theory to identify the contradictions in teachers' and schools' systems and discuss the tension within and between them. Four types of contradictions have been identified and discussed. The presence of activity theory is obvious in this study, and it is clear that the elements of activity theory have been considered throughout the study and in all stages, especially in methodology and discussion of findings. Researchers have identified two systems (teachers and management) and discussed the contradictions within and between them. Fig 3.5 shows identified tensions in joint activity systems (Marwan and Sweeney, 2019, p. 123). Researchers have recommended some practical solutions to improve their systems and the necessity of supporting teachers when integrating technology into English teaching practice. What I found valuable about these findings is the way researchers identified and highlighted contradictions within and between the teachers and management systems. This is very similar to my study as I will also need to identify and highlight contradictions in similar systems. This study has given me some insight into how to identify contradictions within and between systems and categorise them properly.
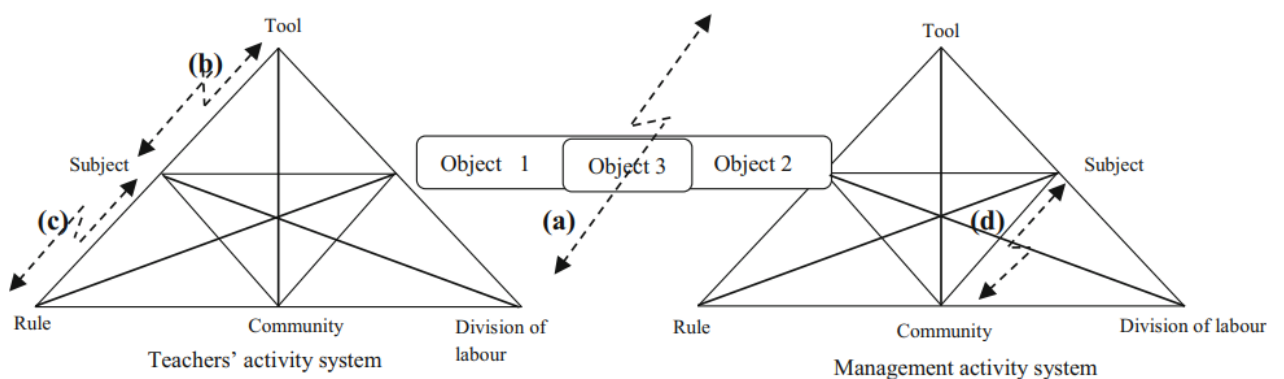
Fig 3.5: Contradictions in joint activity systems. Marwan and Sweeney (2019)

The second study is "An activity theory perspective on student-reported contradictions in international telecollaboration" by Basharina (2007). It is a process-oriented study and uses activity theory as one of the theoretical frameworks of the study identified "contradictions that emerged in a WebCT bulletin board collaboration among English learners from Japan, Mexico and Russia, and explains them from the perspective of activity theory" Basharina (2007, p. 82). The study tries to answer two questions:

1) What were the contradictions that emerged in the project under study?

2) What were the underlying reasons for those contradictions?

Three contradictions have been Identified: "intra-cultural, inter-culture and technology-related". Basharina (2007, p. 84) emphasised that " activity theory is based on the premise that cognitive development has a cultural and social origin (Lantolf & Thorne, 2006; Vygotsky, 1978)." The researcher believes activity theory can help us find the interrelationship between the structure and agency:

> Activity theory allows us to break down the interrelationship between the structure and agency into smaller categorical elements, representing what Nardi calls a "socio-cultural matrix,". Basharina (2007, p. 84)

He also highlights that people normally participate in several activity systems and are not limited to one system only including online activity systems.

The researcher has developed a model activity system (Fig 3.6) which is called "Intercultural Context-Embedded Telecollaborative Activity". (p. 86)
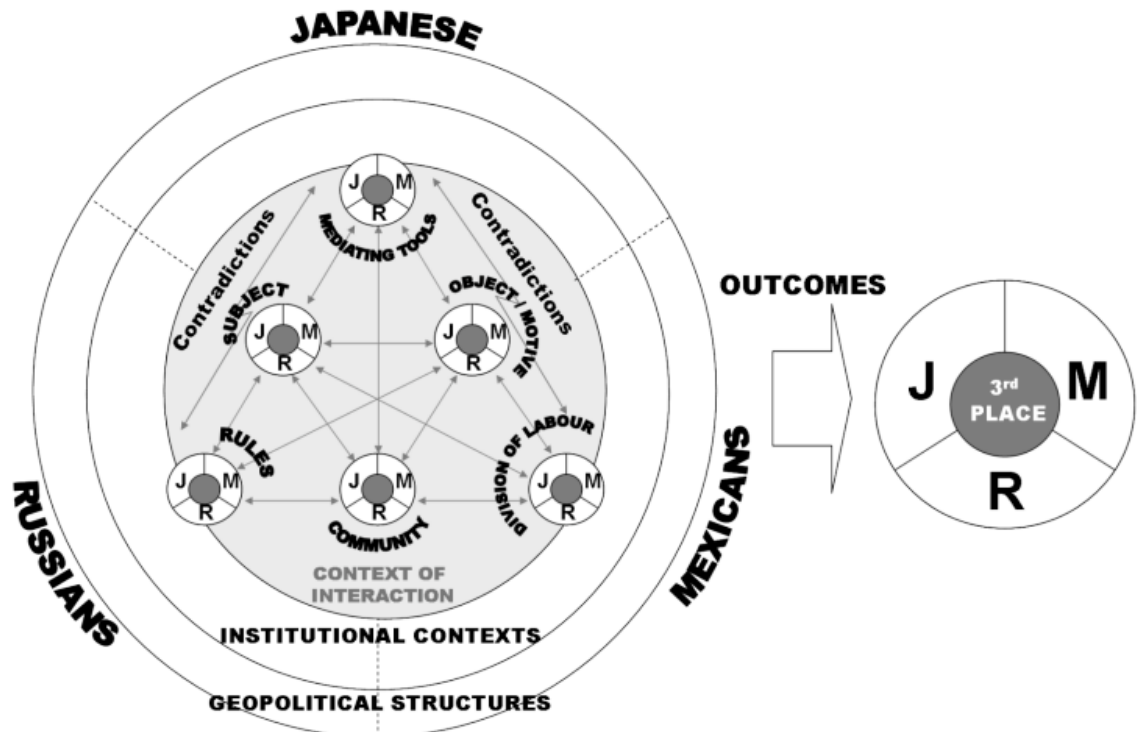
Fig 3.6: Intercultural Context-Embedded Telecollaborative Activity (ICETA) model (Basharina, 2005)

What I found valuable in this study is the way the researcher analysed several interacting activity systems and answered the research questions. The focus of this study is on identifying contradictions and discussing the underlying reasons for them. The researcher has identified three contradictions and one of them is "technology-related" contradictions which I believe is relevant to my study as I will need to consider the position of technology in the systems of my study and identify relevant contradictions.

The third study is "Adoption of online teaching during the COVID-19 Pandemic: a systematic analysis of changes in university teaching activity" by Lee & Bligh (2022). It is a qualitative case study to focus on a better understanding of "rapid institutional transition" and its impact on "academics' pedagogical experiences" during the pandemic (p. 460). Activity theory has been used as the theoretical framework in this study and the required data has been collected from a university in South Korea. The researchers highlighted that there is a direct relationship between activity systems contradictions and the rapid change in institutional teaching activities due to the pandemic:

The sudden shift in institutional teaching activities and conditions created a range of contradictions that were experienced as dilemmas by academics, the main subject of the activity systems. (p. 460)

Activity theory has been used and analysed in all aspects of the study. In their findings, researchers highlighted the concept of" emerging contradictions" to respond to the pandemic's rapid changes in educational settings. Fig 3.7 is a visual representation of Emerging contradictions in emergency online teaching activity systems (p. 475)
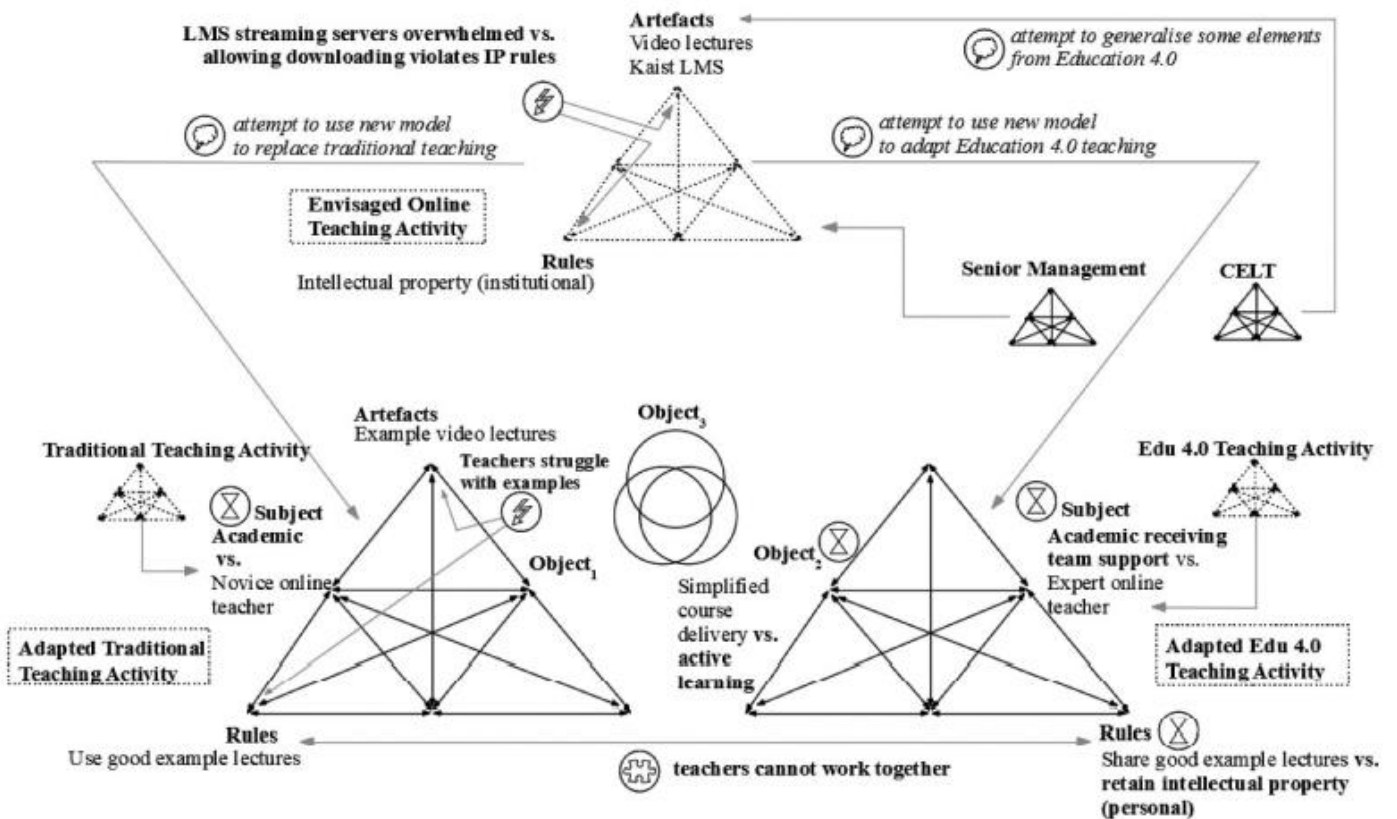
Fig: 3.7: Emerging contradictions in emergency online teaching activity systems

I chose this study to explore because it is one of the studies which focuses on educational systems post-pandemic. I found the structure used to present the findings valuable in this study and relevant to my study because different aspects and elements of activity theory have been used to explore an educational system post-pandemic and the way the systems have been affected by the pandemic. The way activity theory has been used in this post-pandemic study is similar to my study as the CELTA Online system has been

created post-pandemic and in response to institutional transitions. I also found the structure of the findings section valuable. It gave me an insight into how to structure the findings section in my study.

The fourth study is "Using activity theory and its principle of contradictions to guide research in educational technology" by Murphy and Rodriguez-Manzanares (2008). It is a systematic review paper and focuses on "how activity theory and its principle of contradictions may be relied on to guide research in educational technology" (p. 442). The researchers believe there is a gap in the literature and there are not many studies focused on the application of activity systems contradictions in educational technology. One of the outstanding parts of the study is the way studies of contradictions in educational technology contexts have been categorised and analysed in five sections: "Underlying assumptions, foci, and research questions, Types of studies and data sources, Analysis of contradictions, The findings of studies of contradictions and Implications of studies using contradictions". In the conclusion section of the study researchers highlight that using contradictions can "bring sense and meaning to the complexities of change brought about with the use of ICTs in education" (p. 454). I explored this study as it is a systemic review paper and focused on identifying contradictions in the field of educational technology. I found framing the research design valuable in this study because researchers highlighted that there are not many studies conducted in the field of educational studies using activity theory and further relevant studies have been suggested. I explored and found some of the papers mentioned in this review relevant to my study. It also gave me an overview of the areas activity theory can be explored in the field of educational technology.

By exploring these studies, I have learned that activity theory is an established theory in education and technology-related studies. I also learned that activity theory has been used by researchers for different purposes such as for framing the research design, analysing several interacting activity systems, highlighting contradictions, and highlighting the structure used to present the findings. This

exploration gave me an overview of how to structure different sections in my study.

3.6 Conclusion

In this chapter, I have delved into the theoretical framework of this study, providing an in-depth exploration of how activity theory has been applied across various stages. Additionally, I have articulated my perspectives on the ontological and epistemological assumptions that underpin this study. The rationale behind selecting activity theory as the overarching framework and its application throughout different sections of this study has been expounded. Furthermore, I have elucidated on the study's focal point—contradictions—and outlined my approach to identifying and analysing them. In order to comprehend how activity theory has been employed in analogous studies, I have undertaken an exploration and review of four studies in which activity theory serves as the primary theoretical framework.

Activity theory serves as the overarching framework throughout this study. Its application is evident in the core design of research questions, the research methodology, and the discussion of findings. The study's major sections have been meticulously crafted using aspects of activity theory. The seven elements of activity theory have particularly informed the design of data-generating instruments and laid the foundation for data analysis. This framework has proven instrumental in identifying and analysing elements and contradictions within the CELTA Online system, contributing to a more profound comprehension of online training systems. The objective of this study is to present an account that emphasises the role of technology in fully online language teacher training courses. Given the online nature of the training, the study emphasises the need for clarity regarding the role of technology in such courses. Research questions have been formulated based on the principles of activity theory, and the theory will guide the development of interview questions during the data collection stage. The shift from in-person to fully online teaching and training has introduced fundamental changes, resulting in real contradictions for students and teachers. These contradictions will be analysed

using the activity theory framework in this study. To address the research questions, activity theory has been employed to analyse the complex system of the CELTA Online training system. The system analysis within activity theory has been utilised to categorise different elements of the CELTA Online training system based on its seven elements. This categorisation has facilitated the creation of a concise taxonomy of relevant tools and systemic contradictions. The upcoming chapter will delve into the research design and elaborate on how activity theory has been instrumental in shaping this study.

Chapter 4: Research design

4.1 Introduction

In the preceding chapter, I discussed the theoretical framework employed in this study. The purpose of this chapter is to delve into the research methodology, the research site, the concept of the researcher's role, data-generating methods, data analysis, and ethics. Each of these components will be expounded upon in the following sections. This qualitative study centres on an in-depth exploration of the Cambridge CELTA Online language teacher training programme, specifically scrutinising shared patterns in the online teaching behaviour of course participants. The research design will be constructed based on the principles of activity theory, as established in the preceding chapter.

4.2 Activity Systems Analysis design

"Activity Systems Analysis" (ASA) is the methodology employed in this study. According to Yamagata-Lynch (2010), ASA stands out as one of the favoured methodologies among activity theory researchers for mapping complex human interactions derived from qualitative data. Yamagata-Lynch (2010) further explains that ASA has its roots in Cultural Historical Activity Theory (CHAT) and proves valuable for qualitative researchers focusing on complex learning situations. As highlighted by Yamagata-Lynch (2010), ASA is influenced by the seven core elements of activity theory: subject, object, outcome, tools, rules, community and division of labour. In this study, ASA is applied based on data gathered from class observations, interviews with participants in a CELTA Online course, and the analysis of relevant documents and artefacts. The framework for this study encompasses the seven elements of activity theory, along with primary, secondary, tertiary, and quaternary system contradictions. Potential system contradictions within and between the systems have been identified and explored. The research boundaries are designed based on the seven elements of activity theory. The participant selection process aimed at identifying individuals who exhibited patterns in their teaching aligned with the

seven elements of activity theory, leading to the identification of potential themes and contradictions within the CELTA Online training system.

Activity Systems Analysis in this study can offer a method to extract meaningful information from complex qualitative datasets, which will be collected from the CELTA Online teacher training systems. One implication of employing the ASA method in this study is the potential reconceptualisation of our understanding of every unit of activity within the CELTA Online teacher training system, as we examine and explore other relevant activities. Through the identification and analysis of contradictions in the CELTA Online teacher training system, we can attain a more comprehensive understanding of the current system and be well-positioned to propose potential changes for its development. Another implication of using the ASA method in this study is the effective framework it establishes for communicating findings:

> Activity systems analysis provides a framework for investigators to not only conduct their analysis of complicated real-world human interactions but a method for communicating the results of their analysis (Yamagata-Lynch, 2010, p. 8).

The main advantage of ASA as a methodology for this study is that ASA provides a meaningful framework to analyse and understand real-world activities. Az Yamagata-Lynch (2010) mentions (p. 5):

> In this data analysis process, activity systems analysis can provide opportunities for investigators to:
> (a) work with a manageable unit of analysis,
> (b) find systemic implications,
> (c) understand systemic contradictions and tensions, and
> (d) communicate findings from the analyses.

In this study I used ASA to respond to opportunities it created for me to investigate as Yamagata-Lynch (2010) mentions above. Here is a discussion of how I responded to these issues:

To work with a manageable unit of analysis, as suggested by Yamagata-Lynch (2010), I endeavoured to identify activity systems within the data, aiding in the separation of data into reasonably manageable units. This approach proved instrumental in addressing my research questions and deriving implications from the findings. Yamagata-Lynch (2010) emphasised the challenge of identifying and separating variables in complex activity systems without due consideration of their context. She contends that "real-world activities cannot be isolated into variables" (p. 6). Furthermore, she asserts that ASA provides a suitable method for activity theory researchers to identify manageable units, facilitating the extraction of meaningful data from diverse resources in complex qualitative studies. In this study, I identified the CELTA Online teacher training activity systems and their outcomes as a human activity, constituting the manageable unit of analysis. Subsequently, I analysed this unit within its social context.

Yamagata-Lynch (2010) agrees that implementing systemic analysis in qualitative methods is a challenging task, and the relations between themes are not always clear. In ASA, each "activity unit" can be analysed separately, and their relations can also be identified. She contends that while "qualitative thematic analysis" is systematic, it is not necessarily systemic. In this study, to draw out systemic implications for the future of the CELTA Online complex system, I have identified four activity systems whose subjects are CELTA Online course candidates, course tutors, course managers, and the Cambridge English team. I conducted thematic analysis for each activity system, identified prevalent themes and sub-themes, and explored the relations between the four systems and within each activity system based on the seven elements of activity theory.

Understanding systemic contradictions is the core aspect of system analysis in this study. As highlighted by Engeström (1996), contradictions in activity systems are not accidental. Yamagata-Lynch (2010) further suggests that human activity is influenced by systemic contradictions:

> Systemic contradictions and tensions influence human activity by
> bringing pressures that can encourage development, stunt development,
> or become the reason for changing the nature of an activity (Engeström
> 1993, p. 8).

In this study, I used ASA to identify systemic contradictions within and between activity systems. I have also discussed the potential implications and transformations these contradictions might suggest for the future of the CELTA Online course.

To comprehend human activity and interactions within an activity system, carful adherence to the research methodology is imperative, as emphasised by Yamagata-Lynch (2010). She underscores that ASA provides a systematic approach for effectively communicating findings, ensuring that the intricate process of data collection and analysis becomes meaningful for readers. ASA advocates for a visual presentation of findings, where each activity is represented by a triangle accompanied by a pertinent discussion of the findings to enhance their significance. The relationships between activities and contradictions are visually depicted through arrows, illustrating the complex interactions in human activity. In my study, I have employed this framework to present various activity units and their interrelations. Each activity is discussed separately to ensure that the communication of findings is meaningful for readers and facilitates interpretation.

4.3 Research site

The research site and activity system selected for this study is the Cambridge CELTA Online language teacher training course, which was conducted fully online and offered at the International House Mexico institution. In this section, I will elucidate the rationale behind choosing this specific activity system and outline the procedure undertaken to select this research site.

The primary motivation for selecting the CELTA course as the research site stems from its status as a prominent pre-service training programme for individuals aspiring to become English teachers. The CELTA curriculum

encompasses fundamental principles of English teaching and provides candidates with essential practical experience. This foundational role of CELTA in preparing individuals for English language instruction makes it a compelling subject for investigation.

Another pivotal reason for choosing the CELTA course is the recent shift to fully online delivery. Traditionally conducted in-person or with some blended learning components, the CELTA course transitioned to a fully online format during the pandemic, marking a significant and unprecedented development in its history. The exploration of this novel online delivery mode presents valuable research opportunities, especially in understanding the role of technology in CELTA Online courses and its implications for teacher training.

The third rationale for focusing on CELTA in this study is its relevance and demand in the job market for English language teachers. A study conducted by the Cambridge English Organisation in February 2022 revealed that CELTA is the most frequently requested qualification by employers in the field. The study, which examined 600 English language teaching job adverts across more than 60 countries, highlighted that 71.5% of employers in Europe, the Middle East, and Africa specifically request CELTA, compared to only 23.6% for CELTA's closest equivalent, the Trinity CertTESOL. In the UK, a striking 88% of job listings requiring an English language teaching qualification specify the CELTA qualification.

These compelling reasons collectively position the CELTA course as an ideal and significant research site for exploring the impact of technology on teacher training within the context of fully online language courses.

The fourth rationale for selecting the CELTA course as the focus of this study lies in its status as a criterion-referenced course. Being designed based on established standards, CELTA has predefined criteria for every stage of the course. Cambridge University has set specific standards for CELTA centres, tutors, and candidates, mandating adherence to these criteria for the successful planning and completion of the course. The systemic nature of criterion-referenced courses like CELTA is characterised by clarity for all participants, as

there are explicit standards and guidelines at each phase of the course. The structured and predefined nature of criterion-referenced courses makes it challenging to identify contradictions, as potential issues are anticipated by course designers who establish guidelines in advance. Focusing on a criterion-referenced course such as CELTA offers the opportunity to identify relevant yet potentially rare contradictions within the systems. These identified contradictions can provide a comprehensive understanding of how the program operates and pinpoint areas for improvement in the future.

The final reason for selecting CELTA as the research site is the researcher's familiarity with the activity. As highlighted by Yamagata-Lynch (2010), the researcher's knowledge of the activity is a crucial factor in investigating it. The researcher's experience as a CELTA tutor enhances the process of data collection and interpretation in this study, eliminating the need to familiarise oneself with the system and allowing for a more insightful analysis. Fig 4.1 indicates a summary of the CELTA course format.

Course format summary	
Course length	120 hours
Format	Choose from: • full-time or part-time • face-to-face, online, or a mix of face-to-face and online All options give you teaching practice in English language classes.
Assessment	• written assignments • assessed teaching practice
Minimum entry requirements	• proficient English language user (CEFR level high C1 or above) • educated to the standard required for entry into higher education • age 18+
Framework stages	Foundation to Developing

Fig 4.1: CELTA Course format summary (Cambridge Assessment English Organisation CELTA website, 2022)

There are numerous Cambridge centres worldwide, with the Cambridge website indicating that, by 2022, over 70 official centres run CELTA courses globally. A select few of these centres have been recognised as Platinum centres by Cambridge University. The recognition as a Platinum centre is based on two primary criteria. Firstly, these centres demonstrate sustained activity in running CELTA courses, offering them consistently throughout the year. Compared to normal centres that might conduct only a few courses annually, Platinum centres have more extensive experience in course delivery. Secondly, Platinum centres exceed Cambridge standards for course administration, earning them the prestigious Platinum standard.

The chosen research site for this study, International House Mexico, holds the distinction of being a Platinum centre. The decision to select a Platinum centre for data collection was deliberate, aiming to ensure that the chosen centre and individuals involved possess significant maturity in running CELTA courses and have substantial and relevant experience. This choice of a Platinum centre as the research site enhances the reliability of the collected data, providing a true and robust representation of Cambridge CELTA courses.

In 2021, the process of selecting my research site involved reaching out to almost all 70 CELTA centres listed by Cambridge via email. In my communication, I introduced myself, outlined the objectives of my study, and clarified what I required from the centres. Some centres did not respond to my email, while others replied, indicating that they were not currently offering CELTA courses due to the pandemic, and some were in the process of designing new courses. Some centres explicitly stated that they were not willing to assist me in collecting data for my study. However, after these communications, only two centres agreed to support me and permit the collection of the required data. Ultimately, I successfully persuaded the management of International House Mexico to allow me to participate in one of their courses and collect the necessary data. Following the university's ethical procedures, I officially obtained the research site agreement, securing permission to collect and utilise the data for my study. Ethical approval from the university was also obtained. Subsequently, from October to December 2021, I actively participated in one of their CELTA Online courses, enabling me to collect the required data for my study.

4.4 Participants

There are four groups of participants in this study as follows:

- Course candidates (trainee teachers who attend the course to receive the CELTA certificate)
- Centre managers (managers who run courses in CELTA centres)
- Course tutors (official Cambridge CELTA trainers)

- Course students (actual students who want to learn English)

I decided to choose these four groups of participants mainly because based on my literature review in this study I am trying to look at various aspects of language teacher training such as the integration of technology, teacher training transformation, teachers' attitudes towards adopting technology in their teaching and having different participants with different opinions can help us respond to more arguments from different perspectives. For instance, by collecting and analysing data from course candidates I can understand their opinions about the integration of technology in their teaching and how they respond to this integration and what kind of technology-related issues they might experience as a result of technology integration. By collecting data from course tutors, I can be clear about the challenges tutors experience during the courses and how to overcome potential issues they usually face during the courses. Tutors' perspectives about the courses are important and can help to provide a better understanding of the teacher training transformation. The opinions of course managers can help us to understand the administrative aspects of the CELTA courses better. It is essential to understand the structure of the course and who is responsible for each aspect of the course to have a clear picture of the course. The last group of participants are course students and I intended to collect data from them to understand how they feel about the course and course candidates' teachings. Course students are actual language students who participate in CELTA courses to improve their English and if they feel they can develop their language learning skills by participating in the courses, it means the course candidates have achieved their teaching objectives, especially about how they integrate technology in their teaching. Additionally, to gain a comprehensive understanding of the CELTA Online course, I deemed it necessary to gather data from various participants directly involved in the course. The four groups of participants mentioned earlier were interconnected within the course. Furthermore, the rationale behind selecting four distinct participant categories is rooted in the fact that each group has unique objectives within the activity system, and their collaboration is essential for achieving these objectives. I aimed to discern the motivations of participants and how they could mutually assist one another in achieving their objectives.

My sampling strategy was to recruit as many participants as possible from the populations of each group of participants on the CELTA Online course. In a typical CELTA Online course, the number of course participants typically ranges from 4 to 12, with two course tutors supervising each group. This arrangement is divided into two parts of the course. The number of course students can vary from 5 to 20, depending on availability. Additionally, there is usually a centre manager who oversees the courses and addresses any issues that may arise. Initially, I endeavoured to recruit as many participants as possible from the CELTA Online course I observed, including course participants, managers, tutors, and students. To ensure a sufficient sample size, I aimed to recruit at least 50% of the participants from each group, which would equate to approximately 5 or 6 participants, 1 tutor, 1 manager, and 5 to 10 students. I was able to collect the required data from all participants enrolled in the observed course. I was able to observe and interview 100% of the course participants, managers, tutors, and students. Table 4.1 indicates the number of the course participants I managed to observe and interview.

In the welcome session and the first TP session, I spoke with candidates and students and explained my research and how I needed their participation in the study and answered their questions. I invited all participants (11 candidates, 2 centre managers, 2 tutors and 10 students) to participate by email and highlighted that their participation is voluntary. 1 candidate dropped the course at the early stage. 10 candidates, 4 students, 2 centre managers and 2 tutors agreed and signed the consent form and participated in the project. I managed to collect my data from all course participants. Table 4.1 indicates the number of participants.

	Participants	Numbers
1	Managers	2
2	Tutors	2
3	Candidates	10
4	Students	4
	Total	**18**

Table 4.1: Number of interview participants

Table 4.2 below indicates the participants' details.

	Participant	Age	Gender	Nationality	In-person Tutoring/Teaching/Managing experience	Online Tutoring/Teaching/ Managing experience
1	Manager 1	44	M	American	10 years	2 years
2	Manager 2	38	M	Mexican	10 years	2 years
3	Tutor 1	54	M	British	17 years	18 months
4	Tutor 2	45	M	Mexican	10 years	1.5 years
5	Candidate 1	32	M	British	2 months	No
6	Candidate 2	26	F	American	1 year	1 year
7	Candidate 3	61	M	American	No	1 year
8	Candidate 4	41	F	Mexican	8 years	2 years
9	Candidate 5	37	F	Venezuelan	12 years	1 year
10	Candidate 6	18	F	French	No	5 weeks
11	Candidate 7	27	F	Trinidadian	No	No
12	Candidate 8	34	M	Mexican	4 years	6 months
13	Candidate 9	45	M	American	1 year	No
14	Candidate 10	25	M	Australian	No	No
15	Student 1	38	F	Mexican	NA	NA
16	Student 2	36	M	Mexican	NA	NA
17	Student 3	24	F	Colombian	NA	NA
18	Student 4	42	M	Colombian	NA	NA

Table 4.2: Semi structure Interview participants' details

4.5 Researcher role

I believe it is important to discuss the role of the researcher in activity theory studies. Yamagata-Lynch, 2010 has emphasised the importance of this role:

> The role of an activity theory investigator is to vicariously experience, make sense of, and become able to report participants' lived experiences (Yamagata-Lynch, 2010, p. 65).

She also believes that it is critical for an activity theory researcher to consider their role in the study. Unluer (2012) believes that the researcher's role needs to be clarified clearly to have credible research. Glesne and Peshkin (1991) in Yamagata-Lynch (2010) mentioned different roles for the activity theory research from an observer to a participant.

Fig 4.2 shows Participant observer continuum based on Glesne (2005)

| Observer | Observer as Participant | Participant as Observer | Full Participant |
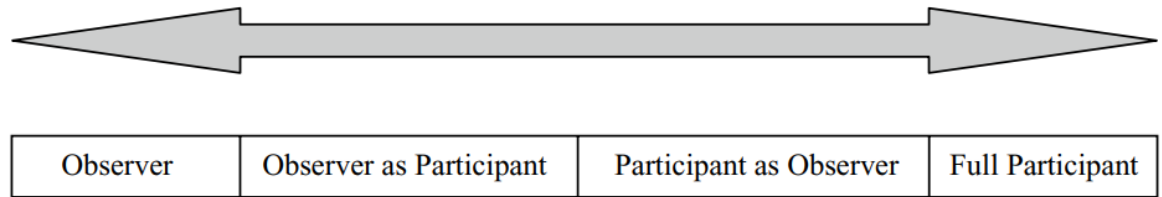
Fig 4.2: Participant observer continuum based on Glesne (2005)

When a researcher is investigating a study and they are a member of the study group then they are considered as an insider researcher. Unluer (2012) highlights that there are advantages and disadvantageous when the researchers are insiders. Unluer (2012) claims that an insider researcher must actively strive to avoid bias and preconception at different stages of the research. On the other hand, he has mentioned that insider researchers can conduct credible studies as they can investigate issues from a very clear insider view. Fleming (2018) has positive views about insider researchers and believes that insider researchers are in a really good position to understand research issues.

One implication of being an insider researcher for this study is that the relevant knowledge and experience the researcher has can help them be accurate and collect relevant data and avoid some mistakes a researcher who is not an insider might make. Yamagata-Lynch (2010) believes that the researcher's knowledge and experience of the activity can be very helpful in activity-related studies. I am a CELTA course tutor and have been involved in CELTA courses and other relevant in-person and online teacher training courses for several years and have a clear understanding of the ELT training principle. My experience has given me a clear picture of the CELTA Online teacher training system. For the course I collected my data, I was a nonparticipant observer and did not tutor the course. I observed lessons on Zoom with my camera switched off. As the observation of teaching practices is a common activity in CELTA training courses and course tutors always observe candidates, my presence as a non-participant observer was considered a normal procedure for the candidates.

CELTA system claims that they train and prepare teachers for both online and in-person modes. My experience in training teachers in in-person and online courses has put me in a good position to see the difference and raise awareness of the areas which need to be considered in either delivery mode. This is the second implication of being an insider researcher with relevant experience.

The third implication and advantage of being an insider researcher is my experience as a CELTA tutor. I believe my experience and position in the CELTA courses will provide a unique opportunity for me to investigate the research questions and explore the course more thoroughly.

In addition to the above-mentioned implications and advantages of being an insider researcher, I should consider some potential issues for instance I have some preferences and ideas which could potentially affect the way I will interpret the data.

To ensure my role in this study as a researcher, I adopted a researcher's perspective rather than that of a CELTA course tutor. I was already involved in CELTA training myself and used this opportunity as a resource to collect relevant data during the project, but equally, I did not intend to make assumptions about the course based on my experience so I took steps and distanced myself from being a tutor and tried to observe the courses from candidates' perspectives too. I had some biases, but I tried to reflect on them. One way I could reflect on the biases was to use my observation notes and reflect on different situations. As a researcher, I refrained from participating in course activities, even when observing issues. My role was to observe the behaviour of course participants objectively, without any involvement in their tutoring. During data collection, I focused solely on what I observed, avoiding any predictions or assumptions about participants' behaviour. Although my experience as a CELTA tutor may have enabled me to anticipate and comment on participants' actions, I collected data without any preconceived notions. In analysing the findings, I relied solely on the evidence from the collected data, rather than drawing on my experience as a CELTA tutor. These steps were

designed to ensure that I remained unbiased throughout the course of this project, but still there might have been some situations that I might have needed to decide based on my experience such as the decision about which contradictions were important to highlight.

4.6 Data-generating methods

To explore the course and collect the required data, I attended a CELTA Online course as an observer and observed all teaching practice and feedback sessions. To do so I shadowed a CELTA Online course tutor during the course and observed all candidates in their actual online training set. Shadowing is an effective technique in research in which the researcher should follow a member of the study group during the period of the research and observe participants' behaviour to collect required data as highlighted by McDonald (2005). During the course, I collected my data from tutors, managers, candidates and students. I collected my primary data by observing teaching practice and feedback sessions, interviewing participants and analysing relevant documents. All the teaching practice lessons were recorded. Various aspects of the CELTA Online training system were considered and analysed to answer the research questions including technological, cultural and pedagogical aspects. The data was collected during an official CELTA Online course which was full-time and took 6 weeks. Fig 4.3 indicates all key CELTA Online and research events during the course I observed to collect my data.

Course begins Oct 4th 21	Candidates interview 2 Nov 10th 21	TP5/FB5/Observation 5 Nov 9th 21	Assignment FB4 Nov 17th 21	Candidates interview 5 Nov 17th 21
Induction Oct 7th 21	Assignment FB2 Nov 10th 21	TP6/FB6/Observation 6 Nov 11th 21	TP8/FB8/Observation 8 Nov 18th 21	Candidates interview 6 Nov 19th 21
TP1/FB1/Observation 1 Oct 19th 21	Assignment FB1 Nov 8th 21	Assignment FB3 Nov 12th 21	Tutors interview 2 Nov 17th 21	Candidates interview 7 Nov 21st 21
TP2/FB2/Observation 2 Oct 21st 21	Candidates interview 1 Nov 8th 21	Candidates interview 3 Nov 12th 21	TP7/FB7/Observation 7 Nov 16th 21	Managers interview Nov 21st 21
TP3/FB3/Observation 3 Oct 26th 21	TP4/FB4/Observation 4 Oct 28th 21	Candidates interview 4 Nov 14th 21	Tutors interview 1 Nov 15th 21	Course ends Nov 28th 21

- **TP: Teaching practice**
- **FB: Feedback session**

Fig 4.3: Key CELTA Online and research events

I used three methods to collect the required data:

1. Observations of teaching practices (synchronous sessions)
2. Semi-structured interviews (candidates, managers, tutors and students)
3. Document analysis (my observation and interview notes and transcriptions, artefacts, CELTA official documents, websites content and other course and participants artefacts)

Yamagata-Lynch (2010) mentioned that observation, interviews and document analysis are typical data collection methods in qualitative and activity theory-related studies.

I collected my data using the following primary resources:

1. CELTA Online lessons observations
2. CELTA tutors' interviews (individually)
3. CELTA candidates' interviews (individually and in pairs)
4. CELTA managers interviews (written survey)
5. Students' interviews (individually and in pairs)

As Patton (1999) has emphasized, triangulation involves the use of multiple data sources to comprehend and address research questions in qualitative research studies. This approach has also been recognised as a means to assess the validity of qualitative research studies (Carter et al., 2014). In this study, I employed triangulation by utilising three distinct sources of data: class observation notes, interviews, and document analysis. I shadowed the role of a course tutor and observed all course participants, meticulously recording my observations and collecting various artefacts. Additionally, I conducted interviews with all participants, recording and transcribing the conversations. Furthermore, I analysed CELTA documents and resources, gathering additional artefacts to support my discussions. I believe the utilisation of these three distinct data collection methods has enabled me to address the research questions effectively and ensure that the findings are corroborated by multiple sources of data, thereby enhancing the validity of the study's findings.

To give an example here, in one of the class observations, a tutor gave a candidate some feedback on how the candidate should have graded their language in a low-level lesson and referred to one of the Cambridge CELTA standards. I explored the standards and found which standard the tutor was referring to. Here is the standard I found in CELTA 5 document:

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

On another occasion during an interview, a tutor mentioned it is the responsibility of the centre to recruit tutors who are competent in tutoring online and Cambridge offers no training for this. I specifically explored the Cambridge CELTA Administration Handbook and found that the tutor was right, and his claim was based on the guidelines in the handbook (Fig 5.46: Cambridge CELTA Administration Handbook, 2023 edition, p:11).

4.6.1 Observation

Observation of Teaching Practice (TP) lessons by course tutors is a pedagogical method and an integrated part of CELTA courses and candidates and students are familiar with it, so my presence did not add any burden or created extra stress for them during their teaching. During a CELTA course, all TP lessons (eight lessons for each candidate) are observed by their tutors. The major method of my data collection was the observation of the synchronous TP lessons to collect the required data. To observe TP lessons, I joined Zoom lessons with my camera and microphone switched off during the lessons and had no interactions with anyone during the lessons. I was given admin permission on Zoom to be able to move into different Breakout Rooms when students were supposed to work in groups and pairs. All TP lessons were recorded in case more observation would have been required later.

In each observation session I had three main questions to find their answers: How technology works and helps participants achieve their objectives in this lesson, what problems participants face and how they handle them and how effective the lesson was comparing the in-person mood of the lesson. I made

several notes during the observations and use them to analyse the data. I prepared a portfolio of my observation notes and artifacts in a Word document which was 115 pages long. I considered the elements of activity theory in designing observation sessions and made notes relevant to these elements. I also focused on "goal-directed actions" and "object-oriented activities" which are relevant to this study as Yamagata-Lynch (2010) has highlighted (p. 71). To make sure that my focus during the observations was on relevant points based on activity theory, I compared my initial notes with interview notes and updated my notes. I tried to collect artefacts based on these elements such as sample exercises candidates had designed for their lessons and their sample lesson plans. All candidates had already signed the consent form and were aware that I needed to observe their lessons and collect data for my study. I have also managed to identify, collect and categorise the contradictions from the activity theory system perspective and have potential artefacts to use in the data analysis stage. During the observations, I tried to focus on the position of technology in the lessons and how relevant elements of the CELTA system work together. Fig 4.4 is a sample page of my observation notes.

Teacher: ▮▮▮▮ TP2 (Listening) 21/10/21 6 sts

Duration: 50' (10am - 11am) [observation 6]

10:05 T starts - Lead-in is proper (photos) - 8' Too long

(A) Teaching issue

10:14 pre-teach vocab - ICQ/MFP proper

Tech Issue ① — T not aware (sts still in BoR) need to close rooms

(B) teaching issue

10:30 gist task - [No ICQs] — answer checking ok

Tech Issue ② — 2 sts cannot hear "Audio" (connection issues)

(C) teaching issue

10:40 Detail task - [No ICQs]

share screen — chat
— BoRs

Tech Issue ③ — T is not comfortable with zoom tools

(D) [TTT is quite high] teaching issue

10:50 CP task is proper -

10:58 Feedback - [2' is not enough]

Tech Issue ④ — T should let sts annotate (Learner training)

Group post TP Feedback Session 21/10/21 1 hour

3 teachers - Feedback on TP2 (Listening)

- Tutor starts the session
- Tutor asks teacher to self-evaluate their lessons

Qs tutor asked teacher:

1- How do you feel about your lesson?

2- Do you think you achieved the lesson aims?

3- What areas you think you need to practice more?

- Tutor listens to teachers' self-evaluation

- Teachers give each other peer-evaluation

Tech Issues FB

- Tutor focuses on [some tech issues:]

- practice how to use zoom tools
- monitor sts in BoRs
- Train sts to use annotation tools

- All Teachers received ["standard"] for this TP.

Fig 4.4: Sample observation notes

To understand the CELTA system better from activity theory perspective, in addition to observing TP lessons, I managed to observe all non-teaching synchronous course required tasks. During a CELTA Online course, candidates need to be involved in a series of synchronous and asynchronous sessions and activities. Table 4.3 indicates all these sessions.

	Synchronous sessions (hours)	Asynchronous tasks
1	Pre-course interview (1 hour)	Pre-course orientation tasks
2	Induction (3 hours)	Cambridge Online Courses (30 units)
3	Training (input) sessions (6 to 8 hours)	Different forums (for part-time courses)
4	TP lessons (6 hours)	Responding to emails
5	Feedback sessions (4 to 6 hours)	Planning lessons
6	Observation of experienced teachers (live) (3 hours)	Writing self-evaluation of TP lessons
7	Lesson planning (2 to 4 hours)	4 written assignments
8	Assignment set (2 to 3 hours)	Observation of experienced teachers (videos) (3 hours)
9	Tutorials (stages 2&3) (2 hours)	Cambridge CELTA 5 document log

Table 4.3: An overview of different synchronous and asynchronous training sessions in a CELTA Online course

I collected most of the data by observing synchronous TP lessons. Course tutors evaluate candidates' progress in their teaching, based on Cambridge CELTA standards, by observing their 8 TP lessons. Each TP lesson should take 45 min and candidates need to prepare their lesson plan for each TP in advance. The TP lessons were at elementary, pre-intermediate, intermediate and upper-intermediate levels. To collect my data, I attended TP lessons as an observer and observed the sessions and took notes on various aspects of the course. In total I managed to observe 60 hours of online TP lessons and 27 hours of non-teaching sessions for 10 candidates. The total hours of observation of teaching and non-teaching synchronous sessions that I observed for data collection is 87 hours. Table 4.4 indicates the number of observation hours. I recorded all the sessions and watched some of the recordings twice or three times and managed to prepare 115 pages of observation notes and artefacts.

	Session	Hours
1	TP observation from the main course	60
3	Feedback sessions	15
4	Input (training) sessions	4
5	Lesson planning and assignments	3
6	Welcome session	3
7	Tutorials (stages 2 & 3) sessions	2
	Total	**87**

Table 4.4: Teaching and non-teaching sessions observation hours

During my observation of TP lessons and other non-teaching sessions, I collected various data such as lesson materials shared with students, sample lessons candidates prepared for their presentation of their lessons, my descriptive notes of different stages of lessons, artefacts and any information to show issues and students generated materials. Figs 4.5 to 4.10 Indicate some samples I collected during my observations.

Fig 4.5: Sample materials for a speaking lesson
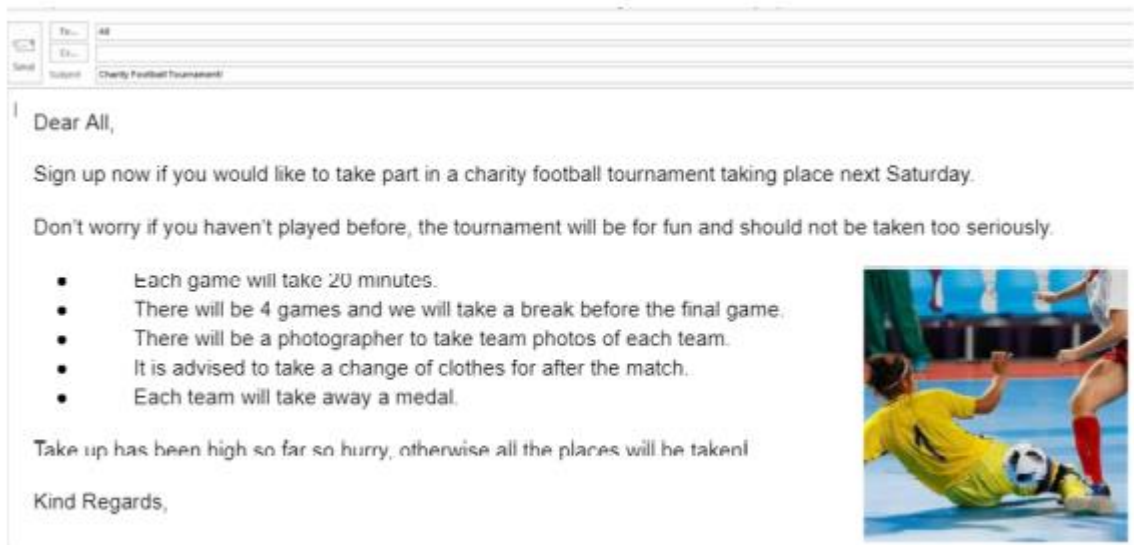
Fig 4.6: Sample material for a writing lesson
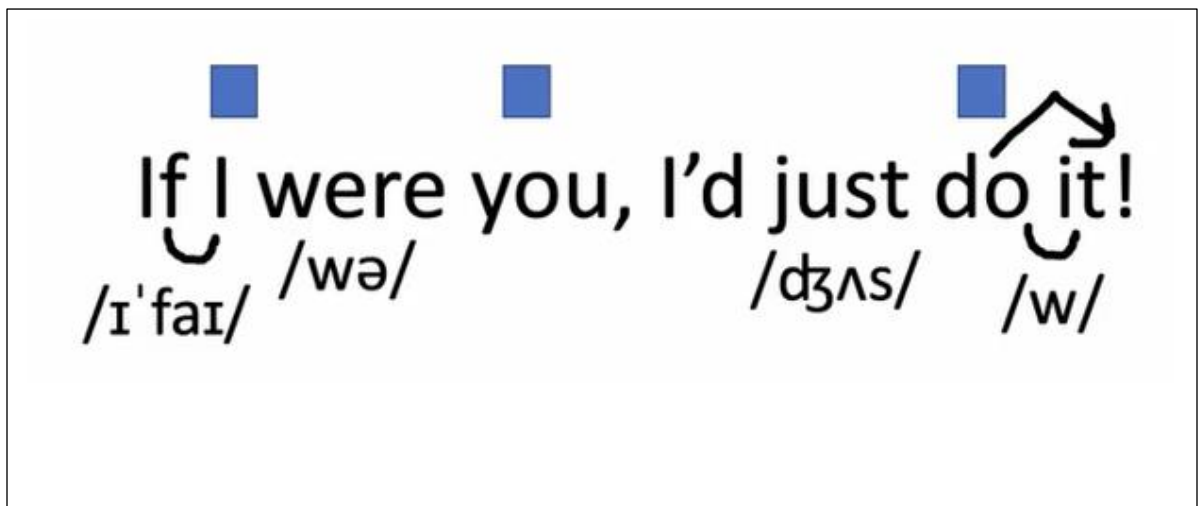
Fig 4.7: Sample material for teaching pronunciation features

Fig 4.8: Sample material for teaching tenses

Fig 4.9: Some typical students' mistakes

Week 4 (1 Nov - 5 Nov)

Day 2 (2 Nov) Tuesday

TP6 (Speaking)

The speaking lesson went well. Students were very happy at the end. I think it was a good lesson too. Candidates tried to follow the framework to teach a sample speaking lesson. They specifically focused on MFP, visual instructions and student engagement in the lesson. Here are some sample materials I have used in this lesson:

Lesson objectives

To deal with unexpected problems.

To learn and practice the language in unexpected situations.

To sound calm or angry.

To explain why something is a problem and discuss what to do next.

To role play an unexpected situation.

Fig 4.10: A sample of my description of a lesson I observed

4.6.2 Interviews

The second method of collecting data was semi-structured online interviews. Collecting data using online interviews is a common method in qualitative research studies. Cin et al. (2023) believe that synchronous and asynchronous online interviews have been recently focused and used by researchers in qualitative research studies. In this project the interviews were conducted individually or in pairs depending on the logistics and availability of participants. The elements of activity theory, potential contradictions and any relevant issues during observations were considered in designing interview questions initially and during the interview sessions. I explicitly ask questions to focus on the position of technology in the course and how they felt about it. I adapted the interview questions based on the answers I received and tried to identify contradictions. I also tried to ask questions about the potential contradictions I

had identified during my observations and find more clarification for them. All sessions were recorded and transcribed for further analysis.

Having the relevant activity theory question types into consideration, I initially asked tutors, candidates and students, relevant open-ended questions. Lancaster University Microsoft Teams platform was used as the main platform for interviews and data transcriptions. I have categorised the data into relevant themes based on my research questions.

I conducted piloting interviews with 3 candidates and 2 students and went through all stages of data collection in interviews from collecting consent forms, arranging time and tools, conducting the interview, transcribing the interviews and collecting feedback from participants on the interview process. I considered the pilot running feedback and my experience and updated some of my questions and instructions.

I interviewed four groups of participants: candidates, tutors, managers and students.

I managed to interview all 10 course candidates. Initially, I approached each candidate individually by email and explained the interview objective and procedure and the kind of questions I planned to ask them and obtained their consent by signing the consent form. I answered their questions and arranged the time for the interview. I started the interview sessions by explaining more details about the sessions and answered any questions candidates had. Due to some difficulties in arranging time individually some interview sessions had been arranged for two candidates together. On average each interview took 30 to 40 min. I initially categorised my questions into 5 sections: Objectives, Tools, Community, Contradictions and General. I adapted the interview questions based on the candidates' answers and tried to elicit information relevant to my research questions which were designed based on the elements of activity theory. I also asked questions about their potential issues during the course to identify potential contradictions. Table 4.5 indicates 3 sample example questions for candidates.

Objectives	What were your objectives in participating in the CELTA in general and CELTA Online (instead of a face-to-face CELTA) in specific? Have you achieved your objectives?
Tools	What do you think the role of technology was to help you achieve your objectives in the course? (by technology I mean: Zoom platform tools, Internet, computers, teaching resources, ESL websites and games, Google tools, online dictionaries, students generated materials etc.)
Contradictions	1. What issues did you regularly confront in this course? 2. What issues did you regularly confront in using technology in this course? 3. Which language skills or systems have you found challenging/easy to teach online? (Pronunciation, grammar, lexis, reading, listening, writing or speaking)

Table 4.5: Sample Interview questions for candidates

The interview procedure for course tutors was the same for candidates. There were two course tutors and I managed to interview both. They signed the consent form and I briefed them about the procedure and answered their questions. The interviews took about 30 to 40 min. As I mentioned above I adapted the questions based on their answers and tried to ask relevant questions based on my research questions and elements of activity theory. Table 4.6 indicates 3 sample example questions for tutors.

Tools	1. Have you received proper technology-related support/training for CELTA Online tutoring? Are there any references (a person or a team) in Cambridge to refer to in case you might need technology-related support? 2. Do you think you can confidently tutor CELTA Online courses using proper technology?
Community	1. How do course participants (candidates, tutors, managers and students) interact and support each other during the course? 2. What do you think is the role of a community in CELTA courses? 3. How do you think it is important for the participant to feel they are in a community?
General	1. Do you think CELTA Online can train teachers properly to teach online or face to face or both? 2. Do you think the quality of CELTA Online courses is like face-to-face CELTA courses?

Table 4.6: Sample Interview questions for tutors

I also managed to interview 4 students who regularly attended the classes. The procedure was similar to the candidates and tutors that I explained above. All students were contacted individually, briefed and signed the consent form. The

questions I asked students were limited to the main tools and potential issues they faced to identify potential contractions from students' perspectives. Table 4.7 indicates some sample example questions for students.

1. Are you good at using technology (e.g. Zoom tools, Google Apps)?
2. What do you think about this sentence? "If I know how to use technology better, I can learn English better."
3. Are teachers good at using technology in their lessons? Any problems to highlight?
4. Have you had any issues during the online lessons to mention? (Pronunciation, materials, interaction etc.)
5. Have you noticed any cultural-related features or issues during the lessons?

Table 4.7: Sample Interview questions for students

Although I interviewed students and collected their data, I did not use their data in my analysis since students' role in activity systems was not related to other participants. Based on my observations of the lessons, we usually had different students in each lesson as their participation was voluntarily.

The last group I conducted interviewed was the managers of the course. There were two managers responsible for running CELTA courses and I interviewed both of them. As it was not operationally possible to arrange any live online interview sessions with them, I prepared a survey with open-ended questions and collected their answers. They were briefed about the objectives of the interview and signed the consent form. The questions I prepared for them were to answer my research questions and were designed based on the main elements of activity theory. Table 4.8 indicates some sample example questions for managers.

Objective	What is your objective as a manager in CELTA courses?
Contradictions	What problems do you usually confront with candidates/tutors in CELTA Online courses?
General	Do you receive proper support from Cambridge to run CELTA Online courses?

Table 4.8: Sample Interview questions for managers

4.6.3 Document analysis

Cambridge has some guidelines and standards for different participants who are involved in the course. These guidelines are in different documents on the Cambridge support website or in the form of booklets and are available to centres which run CELTA courses, tutors and candidates. Since I am a CELTA tutor, I had access to all these documents and analysed them accordingly during my analysis stage. I decided which document to review based on relevant elements of activity theory such as rules and tools when I needed to analyse the activity systems and also when I was focused on identifying contradictions in different systems. I used the extracts from the documents as examples of rules and tools components and different contradictions I identified in the activity systems.

I believe it was essential for me to analyse these documents to find relevant data to support and answer some of my research questions. I analysed the following documents and used some artefacts from them in the findings and discussion chapters. The document descriptions are all from their booklets. Table 4.9 indicates the documents and what I aimed to find within them during my data analysis.

CELTA documents	What I aimed to find
CELTA Administration Handbook (JAN 2023 Edition): This handbook is intended principally for course tutors, assessors and centre administrators who are involved in preparing and assessing candidates for the Certificate in Teaching English to Speakers of Other Languages (CELTA).	This is the main document for tutors, assessors and centres and I aimed to find relevant standards and procedures for all participants and centres. I also referred to this document for an interpretation of any procedure which was not clear to me during my data collection.
CELTA code of practice 2022: This Code of Practice sets out the minimum standards for people working on CELTA courses. It is designed to serve as a reference guide for making decisions and how to conduct ourselves as CELTA professionals. Trainers, assessors and others working on CELTA courses are required to work within these guidelines to maintain their accreditation status.	This is a short document and I used it for any clarifications about the standards I need to highlight.
CELTA Syllabus and Assessment Guides 2021: This document outlines the syllabus and assessment criteria for CELTA.	This is another important document that I aimed to review to have a clear understanding of the CELTA Syllable and Assessment standards. I aimed to review this document for some analysis of the CELTA pedagogy too.
CELTA 5 document portfolio and teaching standards: The portfolio represents the work on the course which will be assessed in order for candidates' final course grade to be awarded.	This document is the main document that candidates have access to and need to complete some of the sections as part of their portfolio of work during the course. I aimed to use this document to analyse the standards for different participants for the analysis of the activity system elements especially for the community and division of labour elements.
Cambridge Support website: Various documents and updates on the website	Cambridge Support website is the main source for any updates about the course and I aimed to review any updates about the course especially any changes to the online delivery mode of the course.
Other documents	In addition to Cambridge Celta documents, I aimed to review other related documents such as candidates' lesson plans, course timetable, candidates' interview docs etc at different stages of the data analysis stages.

Table 4.9: Documents and what I aimed to find within them during my data analysis

4.7 Data analysis

The data collected were analysed systematically to answer research questions and respond to the identified gaps in the literature. Analysing the data on paper and Nvivo software both were used to categorise massive data collected. There results of both were very similar.

Yamagata-Lynch (2010, p. 71) has highlighted that qualitative activity theory is "an inductive process". It required that comprehensive data from participants' activity behaviour and the activity setting should be prepared to give the reader a clear understanding of the activity system. In data analysis, investigators reorganize their field-based data (Yamagata-Lynch 2010, p. 71). Yamagata-Lynch (2010) emphasised that it is important for a qualitative activity theory researcher to "put the participants' story into words" and let others understand the participants' experience in the activity.

> In activity theory research, this role as a storyteller is important because the activity systems analysis is based on this story…..Investigators need to go back to the research question and use it as a vantage point for re-experiencing the data and prepare thick descriptions of those experiences from the investigator perspective. (Yamagata-Lynch 2010, p. 72).

Yamagata-Lynch (2010, p. 73) introduced the "constant comparative method" as a systematic qualitative analytical method. She mentions that this method was introduced by Barney Glaser and Anselm Strauss in the 1960s (Glaser and Strauss 1967). In this method, the researcher examines and re-examines the data and at the same time compares one source with another to find similarities and differences. This method begins with open coding and writing a clear definition of the codes:

> I always try to be meticulous about writing down the definition of a code as clearly, concisely, and accurately as possible. The definition needs to be clear so that it makes sense to others…

> Open coding continues until investigators can no longer find new codes within the data. This is an indication that the data is saturated and that it is time to stop coding and begin looking for larger categories of themes that are cutting across the data set (Glaser and Strauss 1967). Yamagata-Lynch (2010, p. 73)

Yamagata-Lynch (2010, p. 75) highlights that the second stage of data analysis using the constant comparative method is called "axial coding" which is an intensive analysis of the identified codes. The final stage of data analysis is "Selective coding", and it involves the selection of meaningful codes which are relevant to the study from " the core family of codes".

To analyse the data, inspired by the constant comparative method Yamagata-Lynch (2010, p. 73), I identified the relevant themes based on the activity theory model. To find relevant themes, I identified three internal activity systems of credentailised learning, pedagogical support and administrative support and conducted the thematic analysis for each system and identified the prevalent themes and sub-themes and the relations between the three systems. The three internal activity systems were identified based on the objects I identified during the data collection process. I managed to identify that although the three internal objects were related, there were some distinctions between them which made them different from each other. Since the nature of the CELTA Online course is complicated and there were potential contradictions to be considered and analysed, data from class observations notes, interviews and documents analysis were analysed to discuss the findings in the activity systems.

The data analysis was based on the activity system model and the search for contradictions. For this purpose, I implemented some strategies to make sure that my data analysis was accurate and based on the activity system model.

The first strategy was to design the initial interview questions based on the elements of the activity theory and ask interviewees relevant questions during the interview to make sure the data collected were accurate. Here are two interview questions I asked the course candidates during the interview. The first

question was to identify relevant data about the system object and the second question was to identify data about the system tools:

1. What were your objectives in participating in CELTA in general and CELTA Online (instead of an in-person CELTA) in specific? Have you achieved your objectives?

2. What do you think the role of technology was to help you achieve your objectives in the course? (by technology I mean: Zoom platform tools, Internet, computers, teaching resources, ESL websites and games, Google tools, online dictionaries, students generated materials etc.)

The second strategy was that I asked some other questions to ensure I received detailed data for each question during the interview based on the answers I received. This strategy helped me collect specific data for each question.

The third strategy was to categorise all the data I had collected from different resources into seven folders based on the seven elements of the activity system model for candidates, tutors and centre managers separately. For this purpose, I added the answers to each question I already collected based on the activity system model. I also searched my observation notes and the documents for the data relevant to each seven elements and added them to each folder too.

At this stage, I managed to categorise my data from interviews and observation notes into seven elements of the activity theory model. During my data analysis, I repeatedly analysed the data in each folder to find relevant data for each of the seven components. I repeatedly used keywords in each folder to find relevant data for each of the elements. In addition to the data I analysed from the interviews and observation notes, I also analysed CELTA documents and other artefacts whenever I needed some artefact for each element of the activity theory. I analysed the CELTA documents based on specific areas I was looking for and also I used some keywords such as "technology" to identify relevant data for different sections.

In search of contradictions, I used the same database folders and strategies I mentioned above. Additionally, I referred to my observation notes and artefacts I collected during lesson observations and managed to identify the contradictions in different activity systems. For each activity system, I searched for contradictions separately. I identified contradictions in each activity system firstly by making a list of all the issues I observed and took notes during my observations and then tried to identify the problems which could not be easily resolved and categorised them as contradictions. Secondly, I searched for contradictions in the CELTA documents and added them to my contradictions list for each system separately. Thirdly I categorised contradictions into primary, secondary, tertiary and quaternary based on Engeström's (1987) framework which categorised contradictions into four levels for each activity system. This systematic approach helped me to contribute to the literature properly and add new findings to online language teacher training programmes.

4.8 Ethics

I fully followed the ethical procedure required for this study and obtained all necessary permissions from the university's ethical team before the data collection. I accessed the research site by email. I contacted the centre manager and communicated my study and how I needed to collect my data from their site. The centre manager agreed in writing and allowed me to collect my data from their site. I had access to the research site online via Zoom and communicated my study and data collection procedure with participants using emails. I attended their first online meeting introduced myself and the objective of the study and invited everyone to participate. I also mentioned to all participants that participating in this study was voluntary and there was no relationship between this study and the actual CELTA course they were taking. I prepared the consent forms and had all participants read and sign them by email before any data collection stages. Candidates during the observations were clear about my purpose and gave me permission to record the lessons and collect necessary artefacts for my research purposes. All candidates were cooperative and helped me collect my data properly.

4.9 Conclusion

In this chapter, various components of the research design were discussed, encompassing research methodology, research site, the concept of the researcher role, data-generating methods, data analysis, and ethics. The research design was formulated based on the activity theory principle established in the preceding chapter. The methodology employed in this study was "Activity Systems Analysis" (ASA), introduced by Yamagata-Lynch (2010), a methodology widely used among activity theory researchers for mapping complex human interactions from qualitative data. The research site for this study was the fully online Cambridge CELTA Online teacher training course offered at International House Mexico. The participants in the CELTA course comprised four groups: course candidates, centre managers, course tutors, and course students. In the observed course, the researcher assumed the role of a nonparticipant observer, refraining from direct involvement in tutoring activities. Observation was conducted during Zoom lessons with the researcher's camera switched off. The data collection methods included observation, semi-structured interviews, and document analysis. For data analysis, following the constant comparative method inspired by Yamagata-Lynch (2010, p. 73), relevant themes were identified based on the activity theory model. The research adhered to ethical procedures, obtaining all necessary permissions from the university's ethical team and participants before commencing data collection. The subsequent chapter will present the findings derived from the analysis of the collected data.

Chapter 5: Findings

5.1 Introduction

In Chapter four the data collection methods and how the collected data were analysed systematically using ASA methods were discussed and explained. The function of this chapter is to discuss and present the findings of this study. To present the findings clearly in this chapter, I will present the details of the three internal activity systems first, and the relationships between them afterwards. The overall structure of the chapter will be as follows:

- In section 5.2, I will introduce a brief overview of the four activity systems.
- In section 5.3, an activity system of credentialised learning will be discussed and presented. The relationship between the elements of the credentialised learning activity system will be presented using activity theory triangular model. Each element of the activity system will be illustrated separately to make it meaningful for the readers. In this section, the contradictions within the credentialised learning activity system will also be presented and discussed.
- In section 5.4, an activity system of pedagogical support will be discussed and presented and similar to the credentialised learning activity system, the relationships between the elements of the activity will be presented using activity theory triangular model. In this section section, the contradictions within the pedagogical support activity system will be presented and discussed.
- In section 5.5, an activity system of administrative support will be presented and discussed similarly to the other two activity systems using activity theory triangular model. In this section, the contradictions within the administrative support activity system will be presented and discussed.
- In section 5.6, the network of all activity systems that I have analysed and referred to in this study and their contradictions will be presented.
- In section 5.7, quaternary contradiction will be discussed and presented.
- In section 5.8, I will bring a conclusion of this chapter.

5.2 CELTA Online Course Activity systems

While analysing the data, I discovered that there are four different objects in the Cambridge CELTA Online teacher training course. I also came to the conclusion that these four activity systems are being driven by different subjects. Here are the four activity systems as the units of analysis in this study:

- An activity system whose object is for candidates to obtain a CELTA certificate – *Credentialised learning*
- An activity system whose object is to provide pedagogical support and development for candidates during the course - *Pedagogical support*
- An activity system whose object is to provide managerial and administrative support for all to run CELTA courses - *Administrative support*
- An external activity system whose object is to provide executive support for all course participants and centres – *Executive support*

The main reason for this categorisation is that although these four objects are related and in parallel, they are not the same and the activity systems pursuing each object are also distinct in important ways.

In the *credentialised learning* activity system, the object is to obtain CELTA certificate. This activity system is driven by CELTA candidates as subjects. Candidates attend the training course and upon successful completion of the course, they receive CELTA certificate which is an international certificate and recognised by several institutions in the world and candidates will be recognised as certified English teachers.

The object for the second activity system is to provide *pedagogical support and development* for candidates to complete the course successfully and obtain CELTA certificate. This activity system is driven by CELTA tutors as subjects. Tutors help candidates develop their teaching skills and make them familiar with the required teaching principles based on Cambridge standards. As a result of this development, candidates would develop their skills and successfully complete their course and receive their certificate.

The object for the third activity system is to provide *managerial and administrative support* for candidates, tutors, students and all other members of the community to run CELTA courses. This activity system is driven by CELTA centre managers and admin staff. Course managers and admin staff plan and provide all the requirements for running the CELTA courses. Course managers are in direct contact with the Cambridge team to obtain permission to run courses and also set all the required standards for candidates and tutors and also deal with financial and complaint issues. Course managers and admin staff make sure everything is ready for all course participants and help tutors and candidates follow their outcomes.

The object for the fourth and external activity system is to set the required standards and regulations for the course and make executive decisions and provide executive support for all course participants and centres. The subject in this system is Cambridge English team who are in direct contact with centres managers.

Although these four objects are related, there are not the same and they belong to different activity systems. They need to support each other to achieve their outcomes. The details of their objects and outcomes will be discussed later in this chapter. I also need to highlight that there are other subjects who are directly or indirectly involved in the course such as students and course assessors and although they are part of the analysis process, I did not position them as subjects in the analysis. The main reason is their roles in the course are not as active as the three main subjects I have mentioned here. These subjects are thus positioned as part of the wider community of the activity systems.

5.3 CELTA Online course credentialised learning activity system

In this section I will present the details of the CELTA Online course credentialised learning activity system based on the seven components of the activity theory and also the analysis of the contradictions in this activity system.

Fig 5.1 is a triangular analysis of this activity system based on seven components of activity theory (Engeström 1987).

Tools

To demonstrate progress (Google Apps & CELTA platform)
To demonstrate standards of practice (CELTA standards & Assignments grades)
To understand course requirements (CELTA 5 doc & tutors' comments)
To keep track of own progress (Course timetable & weekly email reminders)

Subject

CELTA candidates

Object ⟶ **Outcome**

Credentialised learning   To become certified teachers

Rules

Cambridge English responsibilities

Rules for candidates

Rules for using technology

Common sense rules

Community

Cambridge English team

Centre managers

Assessors

Tutors

Candidates

Centre admin team

Students

Division of Labour

Cambridge English team support centres

Centre managers manage courses

Assessors evaluate courses

Tutors train and evaluate candidates

Candidates take courses

Centre admin team do admin work & marketing

Students attend lessons

Fig 5.1: A triangular analysis of the CELTA Online credentialised learning activity system

5.3.1 Object and Outcome

My analysis highlighted that the object of this activity system is *credentialised learning.* This activity system is working on accrediting CELTA candidates as individuals who have attended the course to learn the principles of teaching English and develop the required skills during the course and meet the course criteria (Appendix 1) to receive a CELTA certificate in order to ultimately gain better teaching positions. Receiving CELTA certificate implies that the candidates have developed required teaching skills and are aware of the principles of teaching English which are necessary for English teachers. Institutions tend to employ CELTA qualified teachers for this reason. By gaining better employment, candidates would fit into the job market for language professionals. Here is a comment from a candidate during the interview when I asked them for the reasons they attended the course:

> *Candidate 3 (35 years old): In order to update my teaching and lesson planning skills and teach more interactive lessons I need to obtain the CELTA certificate and I am taking CELTA Online due to the COVID pandemic which is the only available option now.*

Obtaining CELTA certificate was important for candidates who had relevant teaching experience with young learners and planned to learn how to teach adult students. One candidate implies that the CELTA certificate has been necessary for him to teach adult students:

> *Candidate 5 (25 years old): I've taken a course and I've experienced teaching in Japan, but it was for a preschool through junior high students, so I realized that I really like working with adults and I wanted to learn how to work with them specifically in CELTA. It seems like the best programme for that with CELTA Online.*

One candidate during the interview mentioned that their reason for attending the course was to find online teaching positions while travelling:

> *Candidate 4 (20 years old): I wanted to have like an international certification for teaching English. I travel a lot and I cannot teach in-person, so I prefer to have online classes to teach while travelling.*

Obtaining CELTA certificate is required even for experienced teachers to secure their jobs. In my observation I observed an experienced teacher with several years of teaching experienced who attended the course as his new employer wanted him to obtain the certificate to update his teaching skills.

Here is another comment about the importance of the certificate from a candidate during the interview when I asked them about why they attended the course:

> *Candidate 1 (61 years old): OK, I had taken last year a TEFOL course which was completely online and taught me general concepts. Uh, so in a very nuts and bolts since I was looking for, I have looked at the job market because our end goal referring to my wife and me is to move to Italy and the job market there is very poor for people who do not have the right qualification like CELTA. The opportunities open up a whole lot with a CELTA certificate. So, there was a very practical reason to start focusing on the CELTA certificate.*

The outcome of this activity system is for candidates to become certified teachers. Upon successful completion of the course, graduates receive a CELTA certificate. The certificate is recognised by language institutions across the globe and potentially CELTA certified teachers would have better opportunities to receive job offers. The CELTA certificate is also recognised by some governments and is required as an essential document for teachers to obtain a work permit.

5.3.2 Subject

In the credentialised learning activity system, my analysis highlighted that *individual candidates* were the subject of this activity. Individual candidates are the drivers of this activity system. It is their agenda that is being followed in this

activity. Individual candidates attend the course to develop their teaching skills and receive a certificate as proof of their knowledge and skills. Individual candidates have different reasons for attending the course. Based on the interviews I found that most of them attend the course to find teaching positions especially online. *Candidate 1 (61 years old)* and *Candidate 4 (20 years old)* are two examples which I mentioned in the previous section.

It is worth mentioning that the candidates in this activity system are individuals who attend the course individually. During my observation of the course, I found that almost all activities in the course are being done individually by candidates. For instance, candidates plan their lessons, observe lessons, do their written assignments and other essential activities in the course individually without any interactions with other candidates. There are a few activities that candidates are involved with in groups such as receiving feedback from their peers after each TP lessons and some volunteer asynchronous group work tasks in the Moodle which most candidates believe they are not essential and do not participate.

In the course, I observed 10 participants attended the course, and their age range was from 18 to 61 years. Some candidates had no experience in teaching English and some candidates had over 12 years of experience. They were also from different sectors such as accounting, the music industry, engineering and different subject teachers. More details about the candidates are in Chapter four Table 6. CELTA candidates are usually language teachers with some teaching experience or graduates who plan to teach English professionally in the future and need the required skills (Cambridge English Organisation, 2023). There are also occasionally some experienced teachers who attend the course because they are required to obtain the certificate to secure their job. There was one candidate in the course I observed with several years of experience teaching English, but his new employer wanted him to complete this course. During the interviews, candidates mentioned some other reasons for attending the course. Most of them mentioned that due to the outbreak of the Covid, they were looking for online job opportunities and this training course would help them find new opportunities. Some other candidates mention they were attending the course because they were interested in

teaching English but did not have the skills and qualifications to teach for example, *Candidates 3 (35 years old) and Candidate 5 (25 years old)* I mentioned in the previous section. Almost all candidates highlighted that they took this course because it was online, and they had this opportunity to pursue their professional development and at the same time have their commitments. Two candidates mentioned that taking the online mode is the only option they had in their country as there was no centre to run the course in person.

In addition to job related reasons which most candidates mentioned for attending the course, some candidates mentioned some personal reasons such as improving their presentation or public speaking skills.

5.3.3 Tools

The analysis of *tools* in the credentialised learning activity system is based on how tools mediate between the subject and their object. I have identified four forms of tools' mediation in the system and categorised the cluster of tools into these mediation forms. These tool mediation forms are as follows:

- Tools to demonstrate progress (Zoom, Google Apps & CELTA platform)
- Tools to show standards of practice (CELTA standards & Assignment grades)
- Tools to understand the course requirements (CELTA 5 document, CELTA handbooks & tutors' comments)
- Tools to keep track of own progress (Course timetable & Weekly email reminders)

5.3.3.1 Tools to demonstrate progress

In the credentialised learning system candidates are expected to follow the procedure of the CELTA course and *demonstrate progress* throughout the course. Their progress is continuously assessed by their tutors during the course. Candidates are expected to respond to tutors' feedback properly on their performance during the course. They will not receive their certificate if they

do not demonstrate the required progress. Here is its explanation from CELTA Administration Handbook, January 2023 edition:

> The certificate is awarded to candidates who meet the course requirements and whose performance meets or exceeds the criteria in both assessment components (which are teaching practice and written assignments). (p. 32)

There are certain assignments, practices and requirements that candidates need to pursue to showcase their progress such as preparing eight lesson plans, teaching eight online lessons, being observed by their tutors and receiving feedback, attending training input sessions, completing four written assignments, completing 30 online courses on the Moodle and completing their CELTA 5 document. These procedures in the structure of the CELTA course will help candidates learn the principles of language teaching and ultimately candidates will receive their certificate. To demonstrate the required progress, they need to use some tools. Based on my observation during the course here is the cluster of tools that candidates use to show their progress:

- Zoom platform
- Internet connection
- Hardware: A PC or laptop, a webcam and a headset
- Lesson plans
- English lesson planner site (https://www.englishlessonplanner.com)
- Microsoft Office Word and PowerPoint
- Google Apps (Docs, Jamboard, Forms and Sites)
- Cambridge CELTA Platform (asynchronous online courses)
- ELT e-books and e-coursebooks, online dictionaries and various websites
- Tutors' reports

To demonstrate progress, candidates need to plan and teach one lesson every week for eight weeks during the course. Teaching lessons take place online and on the *Zoom platform*. Candidates teach actual students who attend the Zoom lessons, and their progress in teaching skills is assessed continuously by

their tutors based on the required CELTA standards (Appendix 1). Candidates are expected to demonstrate their progress during the courses in their planning and teaching and respond to the feedback they receive about their progress from their tutors. Zoom is the main teaching platform and all synchronous sessions including teaching, feedback and input sessions are set on this platform. Zoom platform has provided some practical tools for teaching purposes such as chat box, Breakout Rooms, Whiteboard, annotation tools and file and screen sharing features. These capabilities make teaching possible online and create similar teaching opportunities as an in-person lesson in physical classrooms. Candidates use Zoom as their teaching classroom and all interactions between all participants happen on the Zoom platform, so it is important to consider how to use these tools to develop the required skills during the course and complete it successfully.

To demonstrate progress, candidates need to attend the online course and teach their lessons in order to receive feedback from their tutors and show their tutors how they progress. For attending the online course and teaching lessons a relatively proper *Internet connection* is also essential for candidates to have access to. Although it is obvious that an Internet connection is essential for attending an online course, candidates receive recommendations on the requirements of the course and the importance of having a proper connection.

Candidate 9 (45 years old) during the interview mentioned the importance of the Internet connection and how the Internet has created opportunities for many people to learn English across the globe:

> *Potentially millions of people if they just have an Internet connection can join classes. If they have a computer with a microphone and a camera to be able to communicate, you know just about anywhere in the world. I don't think we could have done this, you know, just a few years ago, and now it's really opened up. Incredible opportunities for for people.*

Candidates need to show their progress by attending the online courses and teaching their lessons which they are expected to plan for an online lesson. *A PC or laptop, a webcam and a headset* are the essential equipment candidates

are required to possess to attend the course. Some candidates use a tablet or a smartphone to attend the sessions, but they are not allowed to use them for teaching lessons as they have no access to all Zoom tools on their tablets or smartphones. As it is an online course, candidates cannot attend it without having proper hardware. Candidates must have the required hardware. The required hardware help candidates learn and develop their online skills during the course to ultimately feel confident teaching lessons.

One way to demonstrate progress during the course is to prepare and develop *lesson plans* for each lesson they are required to teach. Candidates are required to prepare their lesson plans. Lesson plans are necessary components of each assessed lessons and candidates are required to plan their lessons and develop their lesson planning skills during the course. There are certain standards based on Cambridge standards that candidates need to demonstrate their progress (Appendix 1 Topic 4 standards). English Lesson Planner site was recommended by the course tutors to help candidates systematically prepare their lesson plans. Fig 5.2 shows the English lesson planner website.
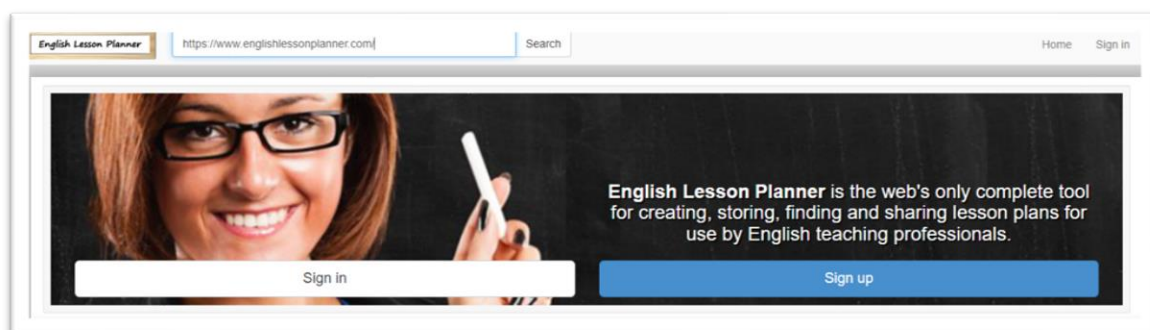
Fig 5.2: English Lesson Planner tool

Candidates 3 (61 years old) mentioned how they developed their lesson planning skills during the course:

> *I've had a big learning curve in the last few years and continuing that because of the necessities of this course. So, in that sense, it is teaching me what I need to know about planning a lesson.*

There are several sections in a lesson plan that candidates need to prepare relevant information for such as the aims of the lesson, Target Language

Analysis (TLA), potential problems and solutions, assumptions about students and lessons, lesson procedure, materials etc. Candidates' skills in planning lessons will be assessed by their tutors based on the Cambridge Topic 4 standards. See Appendix 11 for two extracts of a lesson plan.

Candidates need to use several *Apps* for different purposes during the course to demonstrate their progress in using proper tools and designing materials. Some Google Apps including Docs, Forms and Jamboard are used by candidates to prepare teaching materials. Microsoft Apps such as Word and PowerPoint are also used for the same purpose. Candidates are expected to have a proper understanding of how these apps work or try to develop their skills and use them for various reasons during the course. Based on my observations those candidates who used the Apps confidently were relatively more successful in their lessons compared with those who were supposed to develop their technology-related skills. Appendix 12 indicates a typical lesson page using Google Jamboard App.

Another tool which candidates are expected to use to demonstrate their progress during the CELTA course is some asynchronous online courses on *the Cambridge CELTA portal*. Candidates are expected to complete these courses on their own to achieve some theoretical and practical aspects of ELT. There are 30 units that candidates are expected to complete them during the course. Candidates are given some guidelines on when to complete the courses to make it more practical for them. These courses are specifically important for candidates to complete because there are some essential theoretical concepts and practical skills that they learn during these courses, and they are expected to demonstrate their progress based on these concepts and skills during their planning and teachings lessons. Appendix 13 shows an extract of the list of these required asynchronous courses on the Cambridge CELTA portal.

Fig 5.3 is an extract of The Learner First course in which the theoretical aspects of motivation have been discussed to raise candidates' awareness of the background theoretical aspects of the topic.

Unit 1: The Learner First

Contents

The motivation for learning a language can be intrinsic, meaning the motivation comes purely from the learner e.g. an enjoyment of the language learning itself, or extrinsic, where the motivation comes from outside the learner, such as parental pressure, societal expectations, academic requirements or other rewards or punishments etc.

Task 2: Intrinsic/Extrinsic Motivation

Look at the list below and decide which reasons are based on intrinsic motivation (**I**) and which are extrinsic (**E**).

Fig 5.3: An asynchronous course for CELTA candidates

Candidates progress can be monitored by their tutors on the Cambridge CELTA portal. There is a report section on the portal and tutors can monitor candidates' progress by checking their progress bar. Appendix 14 is a screenshot of the Report page on the Cambridge CELTA portal.

Another tools which candidates are expected to use during the course to show their progress are *ELT e-books and e-coursebooks, online dictionaries and various websites.* Candidates are expected to use and adapt ELT coursebook materials from different resources in their lessons. Candidates demonstrate their progress by selecting, adapting, designing proper teaching materials based on students' needs and language proficiency levels. Their progress is assessed in each TP by their tutors, and they receive feedback from their tutors on how to develop their essential skills in designing and developing teaching materials.

Tutors' reports are important documents which candidates use to develop their skills and show their progress during the course. Tutors prepare a report for each lesson candidates teach and highlight candidates' strengths and weaknesses in planning and teaching. Candidates are expected to respond to these comments in the following TPs in order to demonstrate their progress during the course. Candidates receive eight reports during the course. Appendix 15 is an extract of sample tutor report on a candidate's performance.

5.3.3.2 Tools to demonstrate standards of practice

To pursue credentialised learning, candidates are required to *demonstrate some standards of practice* set by Cambridge English. Based on my analysis of the CELTA documents, there are five sets of standards in the course:

- A pre-course task and interview
- CELTA planning and teaching criterion-referenced standards
- Teaching Practice (TP) grades
- Four written assignments
- Certificate grades

It is worth mentioning here that there is a difference between *demonstrating progress* and *demonstrating standards* in the course. During the course candidates on the one hand are expected to follow the course procedures, respond to tutors feedback properly about their performance and showcase their progress by using the required tools such as preparing their lesson plans, teaching online lessons using the Zoom tools, and on the other hand they are required to follow the course requirements in their planning, teaching and assignments and keep the required course standards and achieve the required standards to successfully complete the course.

To take the CELTA course, candidates need to complete *a pre-course task and attend an interview.* Their performance in the task and interview is evaluated by a course tutor and they are either accepted or rejected to attend a CELTA course. Candidates are expected to do their best in completing the task and answering the interview questions in order to showcase some understanding of the basics of ELT and language awareness which can help the tutors to decide to accept or reject the candidates into the course.

Candidates plan and teach six hours of supervised online lessons during the course and on the Zoom platform. These lessons are observed by tutors and assessed based on the *CELTA planning and teaching criterion-referenced standards.* These standards have been categorised into 5 topics and in total there are 41 standards. Appendix 1 shows these standards. Candidates are expected to make themselves familiar with these standards and consider them while planning and teaching their lessons.

A candidate *(Candidate 7, 27 years old)* mentioned during their interviews that they found the Cambridge criterion-referenced standards quite useful and comprehensive. Standards are very useful. Some of them are difficult to understand and in general, I found them useful, and I use them while planning my lessons.

Another candidate *(Candidate 8, 34 years old)* indicated the importance of developing the Cambridge criterion-referenced standards during the course and the relationship between the course standards and their development during the course. "List of standards is very important, and I think we need to develop our skills as the standards mentioned."

Candidates plan and teach eight online lessons during the course. Each *Teaching Practice (TP)* online lesson is assessed and marked based on the Cambridge criterion-referenced standards by a course tutor. There are three standards for each TP:

- Above standard
- Standard
- Below standard

Tutors mark each lesson based on these three standards. Candidates are expected to receive "Standard" or "Above standard" to pass a lesson and "Below standard" means the lesson has been a failure. Candidates are expected to receive Standards or above for most TPs in order to successfully complete the course and receive the certificate. If candidates receive Below

standard for a couple of their TPs, tutors are supposed to arrange a meeting with them and give them extra feedback to help them develop their skills.

During the course, candidates are required to conduct research and complete *four written assignments.* The grading system for the assignments is either pass or fail and candidates have one opportunity to resubmit assignments. Candidates receive guidelines and sample assignments on how to complete the assignments. These four assignments focus on essential aspects of planning and teaching which candidates are expected to learn. Appendix 16 indicates the details of the assignments.

Upon successful completion of the course and meeting all the requirements, candidates receive a *certificate.* There are four standard *grades* for this certificate which indicate the candidate's performance level during the course. These grades are:

- Pass A
- Pass B
- Pass
- Fail

Appendix 17 illustrates the CELTA performance descriptors for CELTA certificate grades. The descriptors show the details of each grade and the required standards which candidates are supposed to obtain to receive the grade and certificate.

To complete the course successfully candidates are expected to understand and follow the standards for all the tasks during the course.

5.3.3.3 Tools to understand the course requirements

Another tool's mediation form in this activity system is *understanding the course requirements.* Candidates are aware that they need to pursue credentialised learning but they need to break this down into smaller and more meaningful steps and procedures. They need a document of procedures to follow.

Candidates use these documents and materials to understand what they have to pursue in the credentialised learning. Here is a list of these tools:

- CELTA 5 document
- CELTA handbooks
- Emails from tutors

CELTA 5 document is the main document for candidates, and they are expected to read, understand and keep the record of their activities during the course in this document. All the standards and procedures are available in CELTA 5. This is the responsibility of candidates to update their CELTA 5 document and keep the record of their teachings, observations, assignments grades etc. CELTA 5 documents are monitored by course assessors and sent to Cambridge at the end of each course as the proof of candidate portfolio of activities.

There are two *CELTA handbooks* available for candidates which are:

- CELTA Syllabus and assessment guidelines created by Cambridge
- CELTA Online Course and website orientation created by the centre

These documents help candidates to understand about more academic technical aspects of the course such as the course syllabus and what they need to do during the course including the asynchronous activities and their lesson frameworks. Candidates are encouraged to read these documents and make themselves familiar with all aspects of the course in order successfully complete the course and receive their certificate.

Candidates receive regular weekly *emails from tutors* to remind them of what they are expected to do in the following week and personal emails if it is necessary to discuss individual issues. Weekly email reminders are necessary to make sure candidates are clear about their responsibilities during the course in each week.

Candidates are expected to use these documents for different purposes during the course to complete the course and receive the certificate. These documents

will help candidates at different stages of the course and without properly using them, candidates will not be able to complete the course.

5.3.3.4 Tools to keep track of own progress

The last tool's mediation form is the way candidates are expected to *keep track of their progress* during the course. This mediation form is different from the way candidates are expected to show their tutors their progress. In this form, they use some tools to keep track of the skills they are expected to demonstrate. The main tools in this group are as follows:

- CELTA 5 document
- Weekly email reminders
- Course timetable
- Cambridge CELTA platform

The details of all course activities must be recorded on *CELTA 5 document.* All standards and requirements are available in the documents and candidates are repeatedly reminded to refer to different sections of the document during the course.

Weekly email reminders are sent by tutors to remind candidates of their weekly activities. Candidates can use these reminders to keep track of their own progress during the course.

The course timetable is also used as the main reference for all candidates to be sure about deadlines for their submissions and weekly schedules. As I observed the course, I could see that tutors refer to the course timetable a few times to confirm some activities and deadlines. Appendix 18 is a sample page of a CELTA course timetable.

The *Cambridge CELTA platform* is another tool used by candidates for various purposes. Candidates are required to complete some asynchronous lessons which are offered on the Cambridge CELTA platform. In addition to these lessons, the Cambridge CELTA platform is the source for all the official course

documents including candidates' reports, written assignments guidelines, sample lesson videos and other relevant resources. Candidates and tutors use the platform to communicate in forums and receive notifications for various course-related matters. Cambridge platform helps candidates be organised and it is used as one place to find all the required documents and resources. Appendix 19 indicates a page of the platform. All tutors' reports and lesson plans are saved in the Cambridge CELTA portal for reference and evaluation purposes.

5.3.4 Community and Division of Labour

I analysed the Community and Division of Labour together as they share the same principles. The analysis of the Community and Division of Labour in the credentialised learning activity system is based on how different course participants helped the subject achieve the object. I have identified seven layers of the community in this system to analyse. Fig 5.4 shows a summary of various people involved in the credentialised learning system.
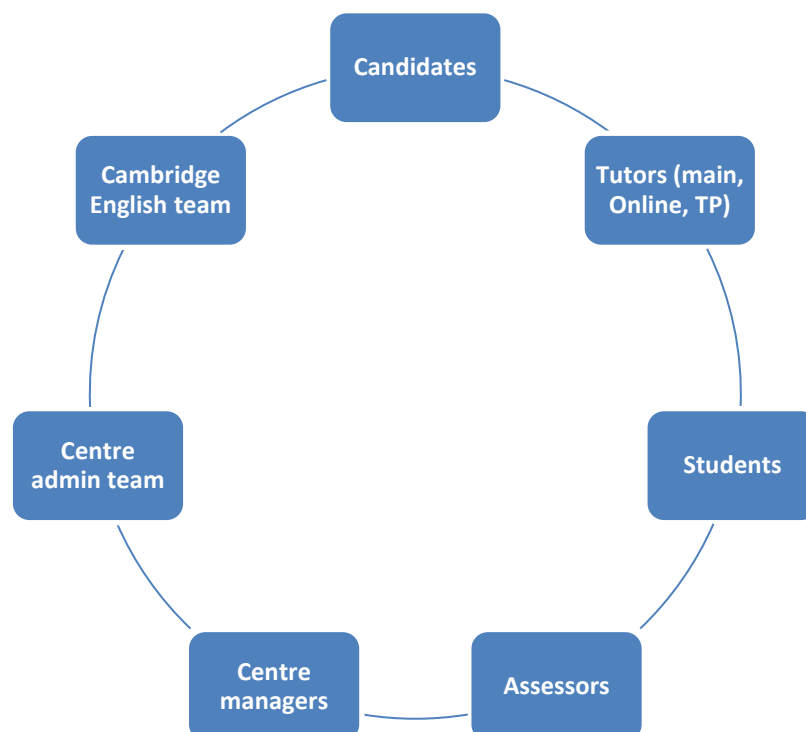
Fig 5.4: Summary of community layer

Fig 5.5 indicates the division of labour for different layers of the community. Different layers have different responsibilities, but they all directly or indirectly support candidates to achieve their object.
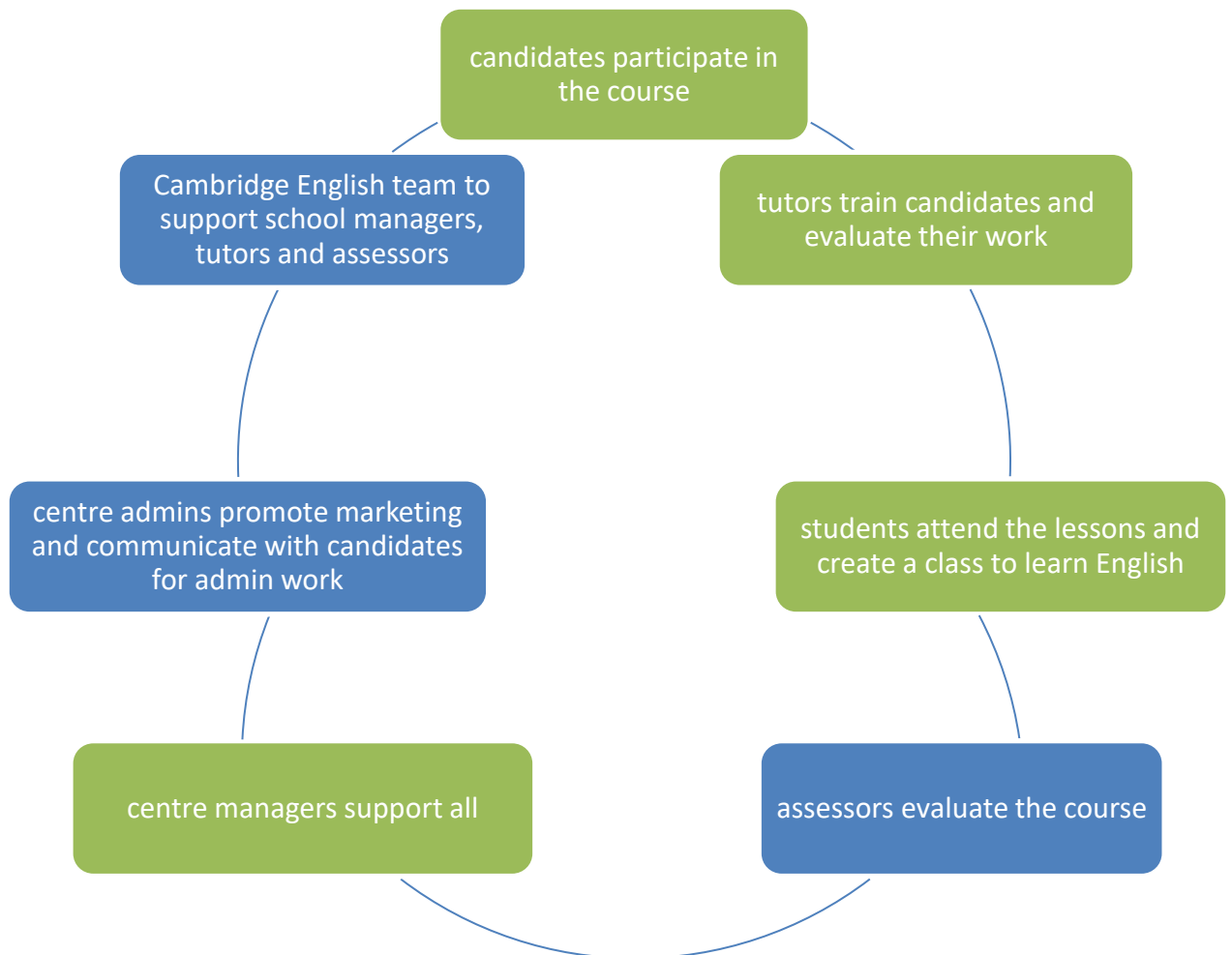
- Directly support candidates
- Indirectly support candidates

Fig 5.5: Summary of the Division of Labour

Candidates, tutors, centre managers and students work directly together whereas assessors, admin team and Cambridge English team indirectly work with candidates.

I have also analysed the layers of the community and their division of labour based on the expertise and skills they had brought to the activity and how directly or indirectly supported the candidates. Here is a list of the skills:

- ELT background and experience
- TT (teacher training) skills
- Feedback session skills
- Management skills
- Technology use skills
- Marketing, finance and admin skills
- Communication and collaboration skills
- Soft skills

Fig 5.6 below shows the layers' expertise and skills and their degrees of authority in the credentialised learning system. It also indicates if different layers supported candidates directly or indirectly.
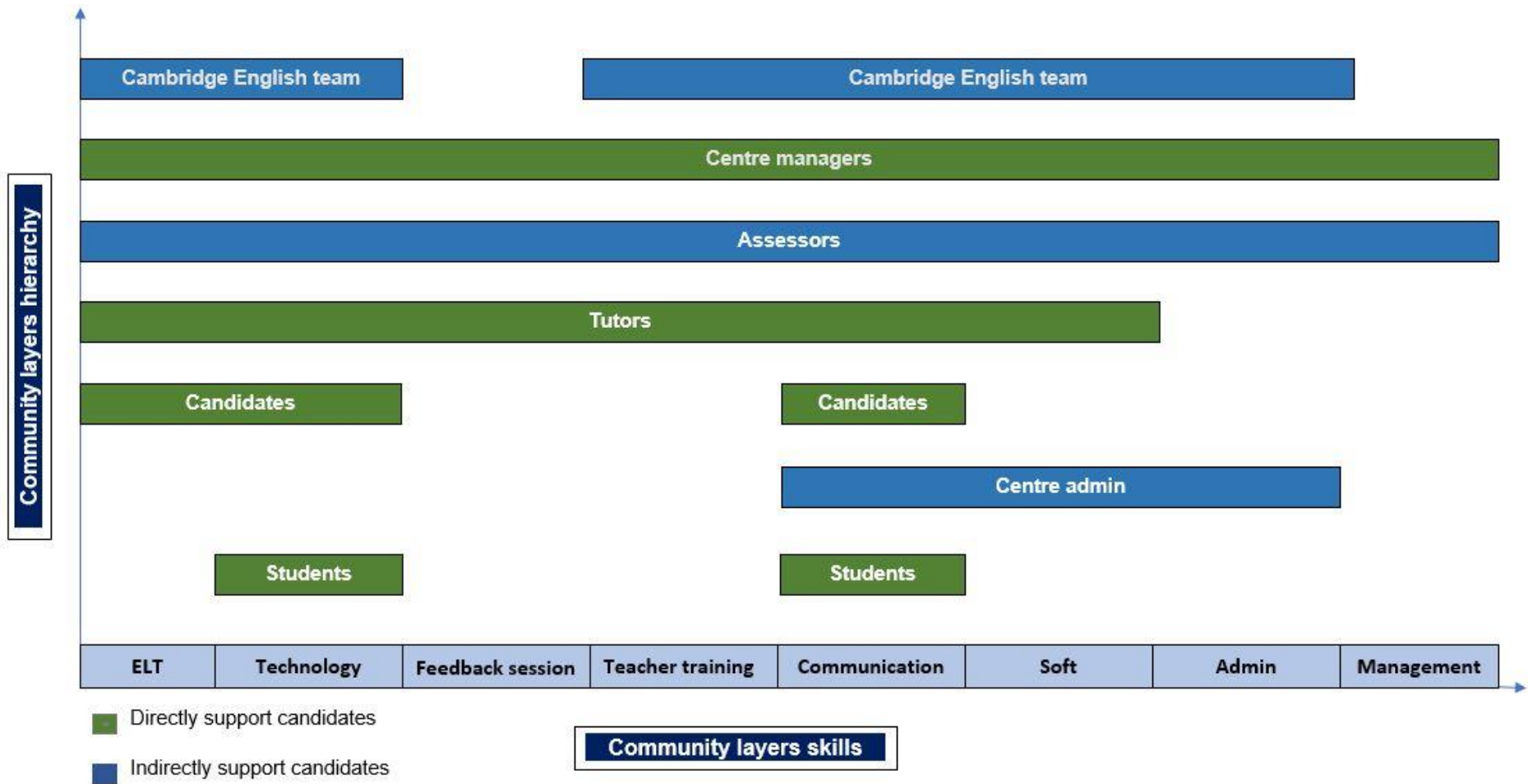
Fig 5.6: Community layers' hierarchy and skills in credentialised learning system

This analysis of the members' skills is based on my observations of lessons, meetings and the way different members managed to deal with various issues and also from the data I collected from the interviews. All tutors, managers and the assessor were experienced CELTA course tutors with relevant ELT education. Most of them had a master's degree in teaching. One of the managers had an MBA degree. All members needed some form of technology-related skills at different levels. Candidates were required to train students on different occasions how to use different tools. Tutors in turn had some sessions to focus on Zoom and other Apps features for classroom use. Managers and tutors had to deal with some difficult situations and showed a high level of communication, collaboration and soft skills. Communication in general and emails in specific were among some of the complaints I observed some candidates highlighted during the interviews. Here is a comment *Candidate 3 (61 years old)* raised about the emails he had received and how unhappy he was about them:

> *I suffered (from communication) because for the first two weeks (before the course started) I wasn't getting emails and so I was in the dark about communication. In this case, they need to have very clear protocols from their administrative end. About this case specifically about communication, I don't know what other areas, but they also seem to have kind of vagueness about some communication protocols which might be clearer in an impersonal setting where they're actually having face-to-face meetings.*

Different candidates reacted differently to the feedback they had received in their lessons, and it was the responsibility of TP tutors to deal with candidates in such difficult times. In one TP feedback session, I observed a candidate reacted negatively to the feedback they had received from their tutor and believed they had followed the lesson feedback and mentioned the tutor was wrong. They agreed to follow this issue in the following TP lesson and record the lesson in case the same issue would happen. Managers and admin were

responsible for the marketing and finance issues, and I realised that they were good at these areas in their business.

In the following paragraphs I will mention some principles for each community layer and their degree of influence on the credentialised activity system. The paragraphs have been ordered based on members' degree of authority in the system.

5.3.4.1 Cambridge English team

The Cambridge English team are responsible for establishing all pedagogical approaches, standards, procedures for dealing with complaints, certifying centres and training tutors etc. The Cambridge English team has the highest rank in the division of labour and is positioned first on Fig 5.6 because they make final decisions in different situations and authorise the certificates. The Cambridge English team directly work with centres to run courses. Centres are required to follow the procedures established by Cambridge English and run CELTA courses accordingly. Appendix 20 is a list of rules and responsibilities of Cambridge English. This extract is from CELTA 5 document.

5.3.4.2 Centre managers

Cambridge centres and their managers are directly in contact with the Cambridge English team and are responsible for all the rules and regulations established by the Cambridge English team. They are responsible for all practical aspects of the courses such as employing tutors, financial and marketing matters, recruiting candidates and students, providing materials, dealing with complaints at the centre level and supporting all participants. Centre managers are positioned second in the division of labour on Fig 5.6 and the reason for this ranking is that they have a mediating role between the Cambridge English team and other course participants. The Cambridge English team are usually in direct contact with centres for everything related to the course. Centre managers are usually experts in the field. At the centre I observed their courses there were two managers and both of them used to be

CELTA tutors with several years of experience and relevant business degrees and experience. There is one centre manager nominated by Cambridge to be the centre representative for all communications between the Cambridge English team and the centre. Appendix 21 is a complete list of CELTA centres rules and regulations which is available in the CELTA 5 document.

5.3.4.3 Assessors

Each CELTA course needs to be assessed by an external assessor. CELTA assessors are highly experienced course tutors with years of experience running CELTA courses. Near the end of each course, an assessor joins the course to assess it. Cambridge has a list of assessors, and this is the responsibility of the centre manager to arrange the assessment procedure once each course is about to be over. The assessor has access to all documents and usually observes the last lesson and has meetings with candidates, tutors and managers separately to have a clear picture of the course they are supposed to assess. Course tutors during the meeting with the assessor recommend and justify the final grades for the candidates and assessors verify them and recommend them to Cambridge for the final evaluation and certification. Assessors are positioned third in the division of labour on Fig 5.6 because they have a critical role in the system as they are in a good position to raise issues with centres based on Cambridge standards and centres are responsible to respond to the issues properly. This responsibility gives assessors the authority to make sure centres maintain Cambridge standards. Candidates can also raise issues with the assessor directly if they have any. In the course, I observed I attended the assessor meeting with tutors and realised some candidates had complained about how two tutors had given them two different pieces of feedback over an issue which they believed they were confused to follow. Here is an extract from CELTA Administration Handbook which describes the role of assessors in CELTA courses:

> The role of the assessor: Candidates' work is externally moderated by a
> Cambridge-approved external assessor. Assessors act as external
> moderators of the judgements made by course tutors about the

candidates' performance on the course and the provisional and final recommended results for each candidate. It is important that this moderating role is explained to candidates. Every CELTA course must be assessed by a Cambridge-approved assessor normally towards the end of the course. (January 2023 edition, p. 36)

5.3.4.4 Tutors

Depending on the structure of the course and the centre's policies, there are different tutors involved in a CELTA course. Each course has one main course tutor who is responsible for designing the timetable and main features of the course. There are also TP tutors who are responsible for observing the lessons and evaluating the lessons. TP tutors are in direct contact with candidates and are usually responsible for the quality of the lessons and candidates' progress. Giving feedback to candidates is one of the major responsibilities of TP tutors. One tutor highlighted the importance of having soft skills when they need to give candidates constructive feedback:

> *Tutor 2 (45 years old): It is very important to have soft skills, especially in online feedback sessions. Some candidates take the feedback personally and react negatively to it, so you need to know how to manage the session and deal with difficult candidates.*

There might also be an Online tutor whose responsibility is to send candidates email reminders and answer their comments on the Cambridge portal forums. Tutors are qualified professionals and need to go through the Cambridge training process and receive Cambridge confirmation to train in CELTA courses. In the course, I observed there were two TP tutors, one online and one main course tutor. TP tutors are in a good position to evaluate candidates' progress and help them pursue the object in the system. Usually, this responsibility gives tutors a rank which is above the candidates. In the division of labour on Fig 5.6 they are positioned fourth.

5.3.4.5 Candidates

CELTA course candidates are usually individuals with no or limited teaching experience. There are occasionally experienced teachers who attend the course to receive the certificate. In the course I observed, candidates were from seven different nationalities and their age range was from 18 to 61 years. 5 candidates were males and 5 were females. Some candidates had no experience in teaching English, and they experienced teaching for the first time. There were also some candidates with over 12 years of teaching experience. They were also from different sectors such as accounting, music industry, engineering and different subject teachers. Candidates join CELTA courses with different expectations.

Candidate 3 (61 years old) who was a musician complained about their peers and how they communication on WhatsApp:

> *Yeah, and there was one moment in one of my really busy weeks when I had a concert and during the concert, I don't look at my telephone during the rehearsal. I should say I don't look at my telephone. I came out and there were 74 messages in our group! I just looked at that. And you know what the heck is this all about, and it was mostly just chat and it's like I don't have time to go through all of that.*

Some other candidates were very happy with the way they had access to WhatsApp and found the opportunity to chat with other peers a very useful experience as they had no in-person interaction.

One of the major issues tutors usually face is how to deal with such candidates' expectations. I observed in several feedback sessions that candidates had different expectations from the course and tutors. On one occasion a candidate complained that the level of support they had received had not been enough for them and they expected a lot more support from tutors. For this candidate, the tutor had to spend a lot of time convincing the candidate about the structure of the course and how the candidate needed to develop their skills based on the course criteria. During my observations, I heard a few times that candidates

mentioned they had spent a lot of money and expected to receive the certificate and they had not expected the course difficulties. Candidates are positioned fifth in the division of labour on Fig 5.6 which is under the tutors but above the Centre admin and students. The reason for this ranking is that although they can complain about different aspects of the course and some channels have been considered for this purpose, they need to follow various standards and showcase their progress during the course which put them in a rather low-ranking position in the division of labour ranking.

5.3.4.6 Centre admin team

The Centre admin team consists of some centre employees who normally deal with the admin issues such as registration, payments, responding to emails etc. Their responsibilities are based on their contracts and are similar to any admin staff. They are usually in contact with candidates during the registration and have no interaction with them during the course unless there is an admin issue. The Centre admin team is positioned sixth in the division of labour on Fig 5.6 because they closely work with centre managers and report to them and have no other authority in the system.

5.3.4.7 Students

Students attend CELTA lessons to improve their English. In the course I observed, students were mainly from South America. Their presence was voluntary, and they did not pay for classes. It is very important to have actual students who need to improve their English in classes and let candidates teach them in a real class environment. It needs to be at least 5 students in each lesson. Students are positioned last in the division of labour on Fig 5.6 because they do not have any authority in this system as the classes are free and they do not have to follow any schedule or complain about any issue. In the lessons I observed I found most students quite motivating and patient with candidates and they tried to cooperate with the group and let them experience difficulties. I witnessed many technology-related issues that candidates had to resolve. In actual lessons in which students pay for their classes, they usually complain

about the quality of teaching but in these classes, they are aware of the fact that candidates are pursuing a training course and they might make mistakes. I managed to interview a few students who had usually attended classes and they all mentioned they had learned a lot in CELTA classes and planned to continue attending the classes.

The three tables in Appendix 3 are from CELTA Administration Handbook, January 2023 edition pp: 22-24 and show the administrative timetable for centres. The tables outline administrative procedures for centre manager, course tutors, admin team and course assessors in general terms before a course starts, during a course and after course completion.

5.3.5 Rules

There are various rules for different stakeholders involved in the course to follow. I have identified the rules during my observations and document analysis. It seems that some of these rules are explicit as there are clear instructions, documents and handbooks for them such as rules for candidates and some other rules are more tacit and relevant participants are required to follow them but without clear instructions such common sense rules. I have categorised the rules based on how relatively explicit or tacit they are into the following groups:

1. Cambridge English responsibilities
2. Rules for candidates
3. Rules for using technology
4. Common sense rules

Fig 5.7 indicates relatively the extent to which these various rules are tacit or explicit.
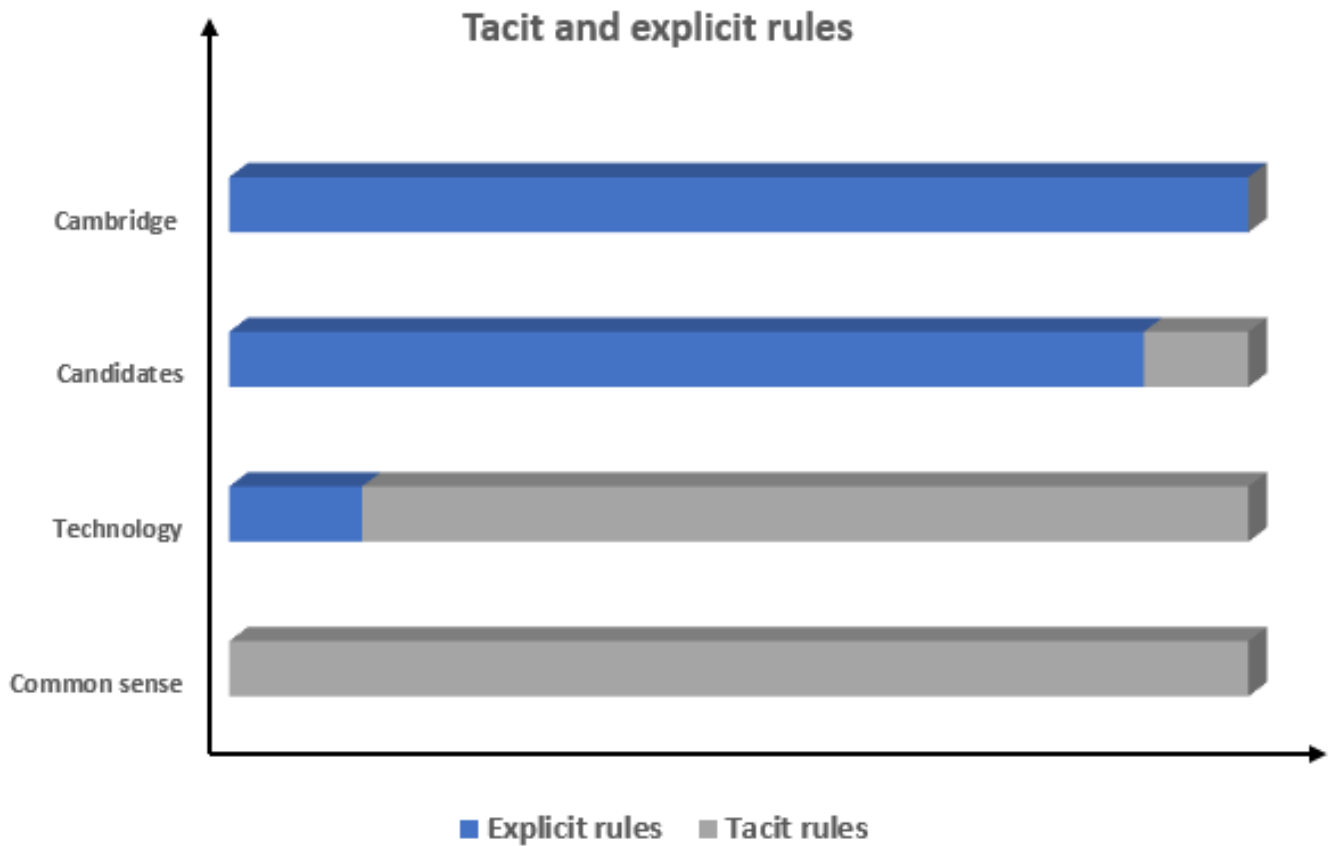
Fig 5.7: Credentialised learning activity *tacit or explicit rules*

5.3.5.1 Cambridge English responsibilities

One group of rules are Cambridge English responsibilities which refer to how Cambridge English team support all participants during the course. These rules are explicit and available to relevant course participants. Roles and responsibilities of Cambridge English are explicitly clear, and centres and candidates have access to them. Appendix 22 is a list of rules and responsibilities of Cambridge English. This extract is from CELTA 5 document.

5.3.5.2 Rules for candidates

One of the explicit set of rules in the system is for the candidates. Cambridge has set various rules for candidates to follow during the course. There rules are in candidates' handbook and candidates are required to make themselves clear about them. Appendix 23 is a list of candidates' rules and responsibilities. Candidates have access to this list in their CELTA 5 document.

In addition to the above-mentioned rules, there is a list of standards that candidates need to understand and prove they meet in order to complete the course (Appendix 1). Course tutors refer to these standards explicitly in their reports to make it clear what areas candidates need to practice and develop their skills. These rules have been designed to cover all aspects of candidates' responsibilities including lesson planning, teaching, classroom management and knowledge of the language. This set of rules is the reason the CELTA course is considered a criterion-referenced teacher training course. Rules for candidates are mainly explicit but there are also some tacit rules in this category such as how it is expected from the candidates to be organised and manage their time during the course.

5.3.5.3 Rules for using technology

CELTA Online candidates are expected to follow certain rules for using technology to facilitate learning and teaching during the course because CELTA

is an online course, and the role of technology is prominent in general. Tutors usually set some technology-related rules which candidates need to follow. For example, candidates need to learn how to use the Zoom Breakout Room tool to group students for pair and group work tasks or they are expected to share required materials with students when it is necessary, and the sharing can be done either by Zoom Chat box file sharing tool or sharing the screen with students and letting them see what the materials are. In the course that I observed, the first course tutor trained the candidates how to use essential tools in a Zoom session. These rules are not explicit and different tutors might have different opinions about them. Although there is no handbook or set of standards to refer about how to use technology in the course, there are a few references in candidate's handbook which refer to how candidates should use technology during the course.

5.3.5.4 Common sense rules

The final group of rules is about some implicit common sense rules which are expected to be followed by anyone and are not explicitly written in course documents such as general netiquette, respecting others in group work activities, attending classes on time, having proper clothes and using their camera and microphone appropriately. On some occasions, tutors need to remind participants of such rules when they are violated. During my observations I was witness some occasions when tutors had to remind candidates and students to obey some rules. In one lesson all students and the candidate that was teaching the lesson had their cameras turned off and communication was difficult between them, so the tutor asked the candidate in the chat box to turn their camera on and also asked the candidates to encourage the students to turn their cameras on too. The tutor later gave candidates some guidelines about using cameras while teaching. These rules are quite tacit and there is no reference to refer to in case there are issues. Appendix 24 is a screenshot of that lesson.

On another occasion, the course tutor had to remind a candidate that in an English lesson, candidates are supposed to speak English and not Spanish.

The candidate in that lesson used Spanish as the medium of instruction as all students were Spanish speakers and the candidate was also a Spanish speaker. The course tutor allocated some time during a feedback session to discuss the issue with the candidate, but the candidate still was not completely convinced to avoid teaching English using Spanish.

Observation note 11 – Medium of instruction

A candidate spoke Spanish for a minute during the lesson and gave students instructions on how to do a task in a grammar lesson. The tutor did not stop the candidate but arranged a meeting with candidate to convince him it is not appropriate to give instructions in Spanish in an English lesson though the candidate was not convinced I realised he did not spoke Spanish in the following lessons.

On another occasion, the course tutor had to remove one student from the class because he was very disruptive and did not follow any instructions and it was not possible for the candidate to teach the lesson with that student in class. The student later was contacted and explained about the issue.

5.3.6 Primary contradiction

I believe contradictions in an activity system are the potential issues which are in contrast, and they are not just considered as simple problems. It is important to identify the potential contradictions in an activity system because contradictions drive change and future potentials. As I mentioned in the theoretical framework chapter, the following contradictions categories are based on Engeström (1987) framework which categorised contradictions into four levels. These levels have been adopted and used in several studies such as Foot & Groleau (2011); Madyarov & Taef (2012). Four levels of contradictions have been used for this study. I will discuss primary, secondary and tertiary contradictions together with the discussion of each activity system in each section. The reason for this category is that the focus of the primary, secondary and tertiary contradictions is limited to one activity system and discussing their contradictions in the same section will give a clear picture of

the system and complement the overall discussion of the activity system. In this section, I will discuss the primary contradictions in credentialised learning activity system. The discussion of each contradiction below will be based on how important the contradiction is and how much it was felt by the participants and also what kind of changes are being driven by people experiencing the contradiction as an early indication of a change in the system.

Although in an activity system it is not always easy to categorise primary contradictions independent of other elements, based on my observation notes, documents analysis and interview discussions with candidates, managers, tutors and students, I have categorised primary contradictions into the following elements of activity system. Fig 5.8 illustrates the five primary contradictions I have identified in the credentialised activity system.
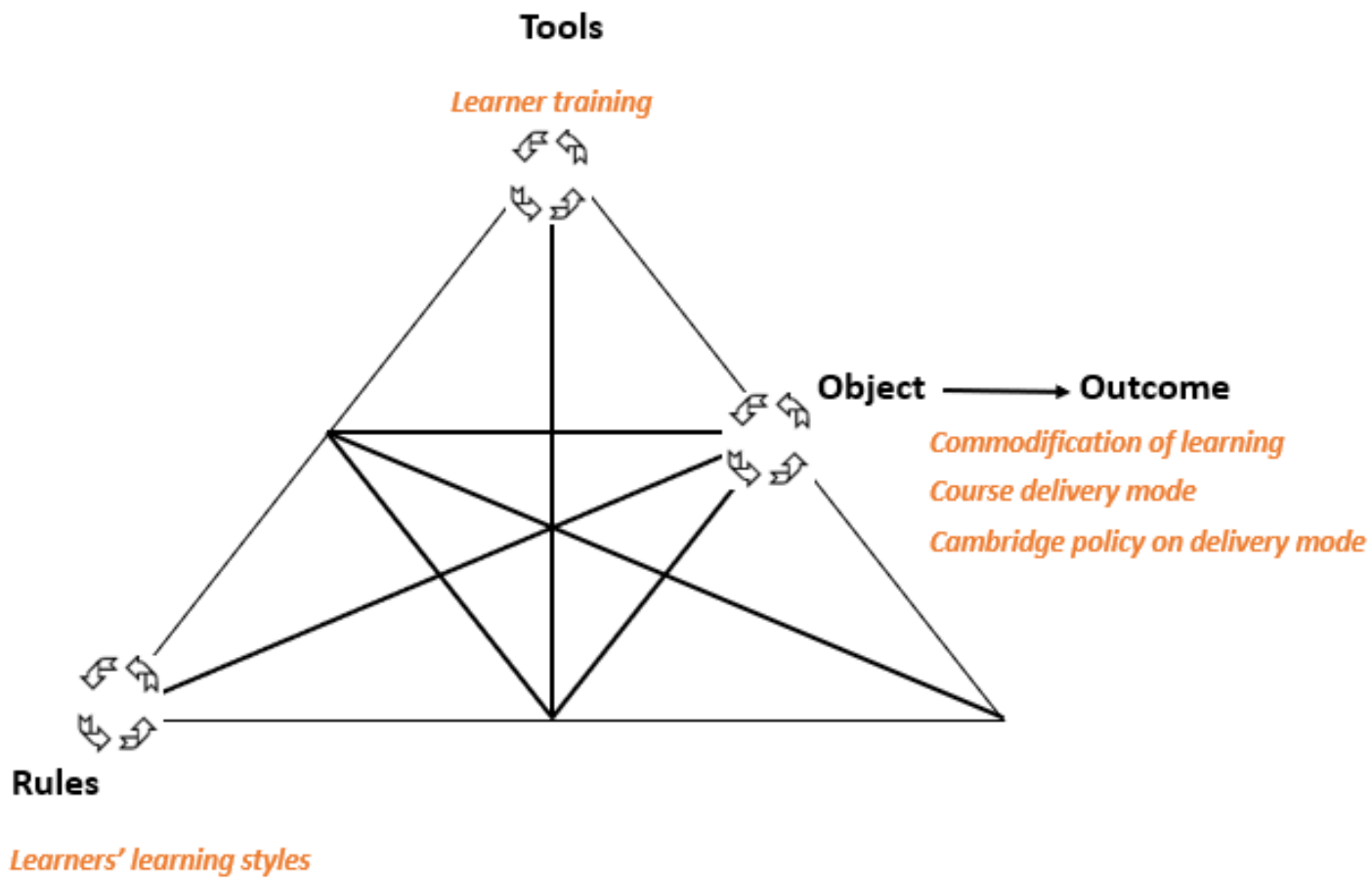
Fig 5.8: Credentialised learning activity system primary contradictions

5.3.6.1 Commodification of learning

This primary contradiction is within the object and outcome, and it is between the use-value (teaching skills and principles) and the exchange-value (CELTA certification). One of the major benefits of the CELTA course is the fact that candidates are supposed to develop their teaching skills and learn the principles of teaching English. The course resources, the structure of the course, assignments, observations and feedback systems are all to help candidates develop the required skills which a teacher of English is expected to develop to be considered an English teacher. CELTA course provides candidates with all those skills and paves the way and creates potential teaching job opportunities for graduates. Here is a comment from a candidate during the interview when I asked them for the reasons they attended the course:

> *Candidate 3 (35 years old): To update my teaching and lesson planning skills and teach more interactive lessons I need to obtain the CELTA certificate and I am taking CELTA Online due to the COVID pandemic which is the only available option now.*

On the other hand, candidates participate in CELTA courses to be certified as English teachers by receiving the certificate and upon receiving the certificate they are considered English teachers and are in good positions to find teaching job opportunities. Candidates need to develop the required skills and learn language teaching principles during the course to receive the certificate. The outcome for the candidates in this system is to become certified English teachers by completing the CELTA course and receiving the certificate. It seems that the exchange value dominates the use-value and candidates would attend the course to receive a certificate and developing teaching skills become necessary only for the certification. In this credentialised system, the value of the certificate would be more than the value of learning teaching principles and by completing the course and receiving the certificate, candidates would stop developing their skills as they see no necessity to consider professional development after achieving the outcome.

It seems that it is an important primary contradiction in the credentialised activity system as it is directly related to the main skills language teachers are expected to obtain to be recognised as teachers. This contradiction could be more serious when we have certified English teachers with recognised teaching certificates, but we are not sure about their skills. In other words, the certificate might not represent the knowledge of the receiver. In the course I observed, tutors repeatedly mentioned the structure and rules candidates had to follow during the course, but in real-life teaching contexts when there is no course to follow these rules and principles might not be applicable. Some candidates during their interview directly mentioned that they attended the course to receive the certificate to find a teaching position. *Candidate 7 (27 years old)* mentioned how important the certificate was for them:

> *So, my reason for taking the Celta is to have a new career. I wasn't in English teaching before and I want to get a job, so I need the certificate. I'm doing it so for me this is like the most obvious kind of way into where to kind of find in a decent job. Like a proper job teaching English, in a language institute. So, I mean, I know CELTA is obviously like the one that lot places look for.*

This interpretation of the way candidates need to pursue the course just to achieve the certificate could lead to the fact that a certificate is more valuable than the required skills teachers need to develop. As I observed the course, I realised that candidates had different reactions to this contradiction. Some candidates did their best to change and develop their skills and learn how to properly teach students based on required principles, but some other candidates were resistant to any attempt to develop their teaching skills and they just followed the course procedures to complete it and receive their certificate. The behaviours of these two groups and the way they tried to follow the course procedures were very clear during the course. It was easy for the tutors to distinguish who was taking the course to develop their skills and who was taking it to just receive the certificate.

5.3.6.2 Course delivery mode

This primary contradiction is within the credentialised system object and outcome. *Course delivery mode* contradiction is related to the online or in-person delivery mode of CELTA courses. There are officially three delivery modes: Face to Face, Online and Mixed mode. Appendix 25 outlines the details of the three course delivery options.

In CELTA Online course, candidates will ultimately receive a certificate and that certificate will qualify them to teach both online and in-person lessons, but they do not receive proper training for in-person teaching strategies and methodologies during the online course. The object of the candidates is to receive a CELTA credential and ultimately find a teaching position. As CELTA Online is offered fully online, candidates develop their teaching skills for online teaching more than in-person teaching lessons. The structure of the course will help candidates develop their required online teaching skills more as it is not required to develop in-person teaching skills. Cambridge does not distinguish online and in-person CELTA courses and believe candidates will develop teaching principles which are the same in both delivery mode either online or in-person but based on my observations, there are various aspects of in-person teachings that candidates will not be aware of unless they directly receive training for them. Among such in-person teaching-related areas I can mention some classroom management techniques, the use and management of a physical board in classrooms, monitoring and giving students feedback, building rapport and features of body language.

This contradiction might not be important for candidates who plan to teach only online lessons, but it is very important for candidates who plan to teach in-person lessons. Candidates might have no clear picture of in-person lesson situations and also they might not be capable of utilising online lessons strategies in their in-person lessons.

5.3.6.3 Cambridge policy on course delivery

This primary contradiction is within the credentialised system object and outcome. It is related to Cambridge policy on the CELTA course delivery mode. Cambridge claim that the CELTA certificates are all the same without distinguishing between online, in-person or mixed-mode delivery. Cambridge do not mention the delivery mode on the certificates, but it is a requirement for the centres, which offer CELTA courses, to mention the delivery mode of the course in their reports. Cambridge believe it is important for employers to know about the delivery mode of the training. The following requirement is from Cambridge CELTA Administration Handbook 2023:

> Although the mode of delivery will not appear on their certificate, in order to provide information for employers, centres are required to indicate on the end-of-course report which course type the candidate(s) took, i.e., face-to-face, online or mixed-mode. Centres must ensure that the course a candidate intends to enrol on matches their future career ambitions. (p: 15)

It is not clear from the analysis of the Cambridge CELTA Administration Handbook that why on the one hand Cambridge do not mention the mode of delivery on the certificates and claim there is no difference between online and in-person delivery modes of CELTA courses and on the other hand have centres mention the delivery more on their reports in order to provide information for employers. This policy might affect and limit candidates' opportunities when they apply for teaching positions.

This contradiction does not seem to affect the candidates during the course because it is related to the certificate and candidates are not clear how the future carrier might be affected if they take an online or in-person course especially because they are told clearly that there is no difference between an online or in-person delivery mode. During the course I observed I could see that candidates at the beginning of the course asked their tutors about the difference between online and in-person delivery modes. They specifically

needed to make sure that they could teach online and in-person classes with their certificate. It is also worth mentioning that candidates cannot change anything about this contradiction, and they should just be clear about their teaching context in the future in order to develop relevant strategies during the course.

Another reason I believe this contradiction does not affect the candidates is that in the course that I observed, I reviewed all the end of the course reports that the centre had issued for the candidates and found that there was no mention of online delivery in their certificate despite the fact that centres are required to mention it in the reports. Appendix 26 is an extract of an end of the course report issued by the centre for a candidate in the course I observed.

5.3.6.4 Learners' learning styles

This primary contradiction is within the credentialised system Rules. As I observed several lessons during the course, I figured out that students learn differently and each student might have a different learning style. In the lessons I observed I could see students' different understanding and responses to activities which could be related to their learning styles. In one lesson a candidate played an audio and asked the students to listen to the audio and answer some questions, but most students did not manage to answer them even by listening to the audio twice. To help the students in this situation the candidate quickly searched for some relevant photos to the context of the activity on Google and showed them to the students and as a result of this strategy most students managed to answer the questions which indicates that the prominent students learning style in that class was visual, but the candidate was not aware of it.

The candidates need to be aware of students' learning styles and prepare their materials and lessons to help students with different learning styles. The contradiction here is that although it is important to consider students' learning styles in different aspects of lessons and it is expected from language teachers to consider students' different learning styles and design appropriate materials

and implement relevant strategies to help students with different learning styles learn English, there is no clear standard to focus on the students learning styles and how candidates are expected to consider different students learning styles in the CELTA standards. The only CELTA standards which are relatively relevant to the students' learning style are standards 1a and 1b:

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. (Appendix 1)

Students' learning can be affected by their learning styles. If students are not in lessons which have been designed based on their learning styles, they might not learn anything. On the other hand, this contradiction might result in situations where candidates design and teach proper lessons but cannot achieve their lesson aims due to a lack of considering students' learning styles in their lessons. This contradiction is especially difficult to identify in online lessons because teachers and students' interactions are limited, and teachers might not be able to identify students' learning styles during their lessons unless intentionally they design tasks to identify students' learning styles.

Here are two sample materials (see Appendix 27) that candidates used in their lessons. In the first material, there are some photos and sentences to respond to the learning styles of students who are visual but in the second material no photo has been used and the candidate just showed them the sentences and gave students oral explanations of the language items.

The issue did not seem to be persistent during the course that I observed, and most candidates managed to respond to this issue properly by considering students' learning styles in their lessons. It seemed that candidates were not aware of this issue, and they planned their lessons based on their own learning styles and not their students' and after receiving feedback from their tutors, most candidates managed to plan and design proper lessons to meet students' learning styles.

5.3.6.5 Learner training

This contradiction is within the system Tools, and it is about training students to use relevant tools during online lessons. The contradiction here is that candidates do not receive formal training on learner training strategies during the course, but they are expected to train students and prepare them to use the required technology during their lessons. Training students to develop their skills in using tools to help them develop their language learning skills is important and part of teachers' responsibilities. In online lessons, although students gradually learn how to use technology for different purposes during lessons, there are always some students without proper awareness of the required tools and how to use relevant tools in class to help them during lessons. Some candidates themselves during the course I observed had difficulty using the tools and at the same time, they were expected to train students to use the Zoom tools properly. I have observed many lessons in which candidates asked students to use Zoom annotation tools to write the answers to some questions on shared screens, but some students did not know how to do it and candidates had to find an alternative way for them to share their answers.

For most candidates, this issue seemed persistent in some low-level lessons that I observed and the reason is it was rather difficult for the candidates to train low-level students how to use the tools speaking in English which was difficult for students to understand. In one situation a candidate who was a Spanish speaker tried to explain to students in Spanish how to annotate on a shared screen and it was a successful attempt though it is not an appropriate strategy to use the students' first language in an English lesson to instruct them to do an activity. In another lesson, a candidate had prepared some photos to instruct students step by step on how to use Zoom annotation tools to write on a shared screen. This strategy was very effective, and most students managed to learn how to annotate on the screen and also the candidate received positive feedback from his tutor. Appendix 28 is a photo of the instructions the candidate had prepared to instruct students to use Zoom annotation tools:

5.3.7 Secondary contradictions

Based on my observation notes, documents analysis and interview discussions with candidates, managers, tutors and students, I have categorised secondary contradictions into the following categories. The findings illuminate contradictions rooted in the relationship between the Tools and Rules, Subject and Rules and Subject and Tools. Fig 5.9 indicates the four secondary contradictions identified in the credentialised activity system.

Tools

To demonstrate progress (A) (D)

D

Subject

B & C

A

Rules

Rules for using technology (A) (C)

Rules for candidates (B)
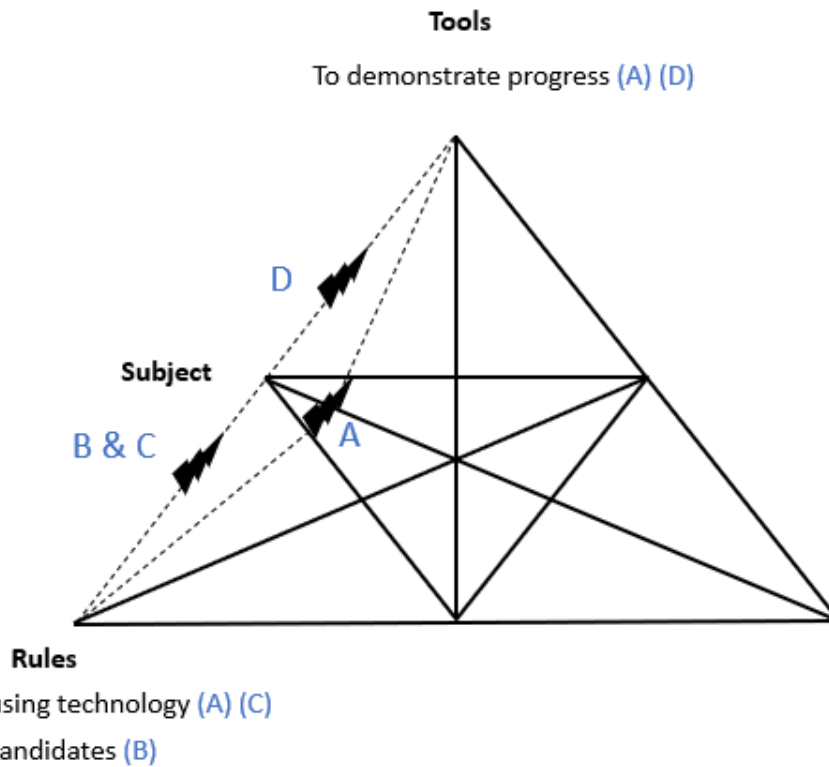
Secondary contradictions:
A. Technology transformation
B. Opposing conception of teacher/student-directed learning
C. Teachers as engineers
D. Technology know-how and necessary tools

Fig 5.9: Credentialised learning activity system secondary contradictions

5.3.7.1 Technology transformation

This contradiction is between *Tools; To demonstrate progress* and *Rules for using technology* in the credentialised activity system. Using technology in the CELTA Online course is necessary for candidates to demonstrate their progress as it is an online course. In the credentialised activity system, there is no specific online teaching methodology for candidates to follow and tutors are supposed to use the same teaching principles as they train candidates in in-person training courses. The lack of specific standards and methods for using technology for CELTA Online courses leads to some contradictions for all participants. The contradiction here is there is no set of standards for technology use in CELTA Online courses, but it is expected from the candidates to use technology properly in their teaching. Candidates use technology based on their own competence and preferences. Technology has no clear position in CELTA standards (Appendix 1) and tutors do not have any formal standards to follow and evaluate candidates' technology competence. CELTA is a criterion-referenced teacher training course and there are certain standards for all aspects of the course. Tutors evaluate candidates' work and their progress based on these standards. Candidates will fail the course if they do not meet the standards. Candidates are reminded of these standards several times during the course and tutors make sure that they are clear about them. These standards have been categorised into 5 topics and in total there are 41 standards (Appendix 1), but there are no standards to focus on online teaching principles and candidates' technology use competence. Although main teaching principles could be the same for any teaching context, there are some methods which apply only to online lessons. For example, it is possible to plan pair/group speaking tasks by using the Zoom Breakout Rooms tool.

This contradiction is important and might lead to some pedagogical issues too. Based on the way students use tools in different activities, candidates might not be able to differentiate between students' pedagogical or technical issues which might affect the way they respond to students in an online lesson. The contradiction here is that candidates might not be aware of what students do to complete the task and if students do not answer the questions correctly,

candidates might assume that it is because of students' language ability and not lack of using technology properly in activities. Here is an example to highlight how this contradiction might be problematic for participants. I observed in several lessons that candidates were not sure how students followed the instructions and do the tasks. It is very common in language lessons that teachers play a video or audio file and ask their students to watch the video or listen to the audio and answer some questions. Although this kind of task is very easy to handle in an in-person lesson, it can be confusing for an online student to properly do such a task. The reason here is in this online task students need to do two actions at the same time; watching a video or listening to an audio and answering some questions, but students might not know how to arrange their screens to have access to both the video or audio, which is shared by the teacher, and the questions page at the same time. I interviewed some students and asked them about their strategies for such activities. Students had different strategies to resolve this potential issue. Some students used their phones or tablets to take a screenshot of the question page and used their laptop screens just to watch the video or listen to the audio. Some students knew how to cascade the screens and used both screens at the same time. Some students who were not good at technology use tried to memorise the questions or write them down in their notebooks and answer them while watching the video or listening to the audio.

Candidates had different strategies to respond to this contradiction. I observed one lesson in which the candidate managed to design his material for a similar task in a way that students did not have to find a way to do two different tasks at the same time. The candidate managed to combine the video screen and questions page and just by sharing the screen students had access to both at the same time, so they did not need to use their phones to take screenshots or cascade the screens or even write down the questions. In this way, the candidate was quite sure that all students had access to both the video and the questions at the same time and if they gave the wrong answers then it was because of their language awareness and it had nothing to do with the use of technology, so it was easy for the candidate to distinguish a pedagogical issue

from a technical issue. Appendix 29 indicates the video screen and the task together on one screen.

Another example in this category is what I call the "Google effect". In online lessons, everyone has access to Google search and can find the answers to all questions teachers ask very quickly during the lesson. This can affect teaching and learning processes and teachers should be aware of this capability. This was a common issue during the course I observed, and students often searched for the answers they were asked quickly on Google and gave them to the candidates and the candidates gave the credit to students with correct answers without realising that students managed to search and find the answers on Google without trying to learn. In one of the lessons that I observed a candidate asked students to make a sentence with a new word and send their answers to the candidate privately. Some students just used Google to search the word and copied and pasted their answers and sent them to the candidate privately. The candidate mentioned in the lessons that some answers were exactly the same and shared the following answers from two students to stop students from using Google in such activities. Appendix 30 indicates two answers from two students who sent them to the candidate privately.

One more example in this category is the teaching of pronunciation features which requires special attention and preparation due to the potential sound/voice system issues. Different participants might receive different voice/sound quality. There are some individual sounds such as minimal pairs (/b/ & /p/) which could be difficult for students to distinguish in an online lesson. This confusion might affect lower level more than higher level students as I witnessed in some lessons with similar issues. As I observed the lessons and spoke with candidates and tutors this is a source of confusion and frustration for both candidates and tutors.

5.3.7.2 Opposing conceptions of teacher/student-directed learning

I have identified this contradiction between the *Subject* and *Rules for candidates* in the credentialised activity system. As I observed various lessons,

I found that some candidates might have opposing conceptions of teacher/student-directed learning. Based on my observations of the lessons and feedback sessions, some common teaching methods recommended by Cambridge did not seem accepted by some candidates. As part of teaching principles, candidates are encouraged to use teaching methods which are more student-directed which means students have prominent roles in such activities. The contradiction here is that due to different educational backgrounds and beliefs, some candidates believe teacher-directed activities are the best way of learning and do not believe in student-directed activities. Such candidates follow their own beliefs and plan and teach teacher-directed lessons. These candidates mainly are not aware of student-directed values and methods and receive various feedback from their tutors to change their methods. For instance, the common student-directed "guided discovery" teaching method would not be successful in lessons if candidates are not actively involved in lesson tasks. In some classes, I witnessed this issue. Here is a situation I observed in a lesson:

Observation note 21 – Teaching methods

A teacher was explaining everything in his lesson today and students were just listening to him. This is what is called "lecturing" rather than "teaching" any lesson as students are not involved in any activity. Later in a meeting, the candidate mentioned this is the way he believes is the right way to teach English as he learned English this way at school. The tutor had a long discussion with this candidate to make him aware of the student-directed teaching methods recommended by Cambridge.

Some candidates are quite resistant to any change in their methods and keep planning teacher-directed lessons throughout the course. These candidates might fail some lessons because CELTA standards are mainly student-directed. As this contradiction is related to candidates teaching beliefs, it is very difficult for some candidates to change their strategies and focus on students more in their lessons. In a feedback session where a tutor was trying to convince a candidate to stop lecturing and ask more questions and let students discover

language rules by themselves, the candidate mentioned that if he does not speak during the lesson, he feels he is not teaching and he is wasting students' time. He also mentioned he believed students learn grammar rules by listening to the teacher explaining the rules.

5.3.7.3 Teachers as engineers

This secondary contradiction is between the *Subject* and *Rules for using technology* in the credentialised activity system, and it is related to the roles of a teacher in a lesson. An online teacher should be able to multitask and have different roles such as being a teacher, a peer, a communicator and *an engineer.* CELTA candidates' competence in learning technology and the required knowledge of implementing ELT pedagogy into online teaching can be a potential contradiction identified as the main factor affecting the system development. The contradiction here is that candidates are expected to use technology properly but there is no formal training to help candidates develop their technology-related skills for this course. Except for the "tools induction" session designed by tutors to introduce relevant technology to candidates and some materials given to the candidates as guidelines at the pre-course stage, I did not find any formal training to develop candidates' technology competence.

This contradiction is very important in this activity system because it is directly related to the use of technology in an online course. It is assumed by Cambridge that candidates should have relevant technology competence, or it is the responsibility of the centres to make sure candidates are ready to use relevant technology and the focus of the course needs to be on teaching principles and not on training candidates to use technology confidently.

The following requirement is from Cambridge CELTA Administration Handbook 2023:

> Where the use of technology is required during the course, the centre needs to make sure that TP students are digitally literate, as well as have access to a computer and an adequate internet connection (by TP students, Cambridge refers to candidates). p: 26

Cambridge does not offer any training, standards or guidelines to train candidates during the CELTA Online course in which technology has a clear position.

Based on my observations, different candidates reached this contradiction differently and based on their technology use competence. Some lessons whose teachers confidently used technology, were more engaging for students than lessons whose teachers struggled with technology. Candidates usually needed to troubleshoot students' technical issues and for this purpose, they were required to have proper technology competence. Students got frustrated in lessons in which teachers were not confident with technology. In one of the lessons I observed, a student reminded the candidate how the host (CELTA candidate) should have let participants (students) share their screen as the teacher was struggling and wondered how to resolve this issue.

5.3.7.4 Technology know-how and necessary tools

This secondary contradiction is between *Tools; To demonstrate progress* and *Subject.* For an online course like CELTA, a basic literacy of technology know-how and having the necessary tools are essential for all participants. Among all elements of the credentialised' activity system, tools have more fundamental contradictions based on my observation. The contradiction here is that it is always probable that some technology-related issues from any participant might affect the lesson and there is no alternative way to plan ahead for such situations. An example in this regard could be the lack of proper internet connection which can be considered a major problem that affected the course participants. Students, candidates and tutors without proper connections are not able to perform their roles. For instance, during the course I observed, some students missed parts of their lessons as they did not have stable internet connections during the lessons and also some candidates had prepared proper lessons but could not deliver their lessons properly because of students' connection issues. One candidate missed an arranged lesson due to unforeseen connection issues during one of her teaching lessons.

Other tools-related contradictions in this category were related to students' familiarity with the Zoom environment and how different tools function. As Zoom participants can connect and join the sessions using different devices such as PCs, laptops, tablets and smartphones, they do not have the same level of access. Participants with tablets for instance are not able to easily receive shared documents in the chat box and open them on their tablets. Candidates and students were always confused with this issue. They needed some time during the lessons to find out what the source of the problem was and how to resolve it.

Similar to the abovementioned issue, Zoom participants can attend lessons using Zoom App or browser. If participants join lessons via the browser, then their access level is not the same as participants who attend via the Zoom App. Some candidates and students confused during their lessons and struggled to find out what the actual issue was when some students could not participate in activities like others during some lessons.

One more common issue related to the tools used in the lessons was the quality of sounds and voices. During the course I observed, some students used high-quality sound systems and could hear lessons recordings and other participants voices clearly, but some other students had issues hearing other participants or computer-shared recordings. This issue sometimes led to students with a high-quality sound system dominating others who did not possess proper sound systems from participating in the lessons.

Candidates during the course I observed tried their best to help students to use technology properly, but they could not change any situation when they were not clear about what the source of the issue was. On many occasions, candidates had to just leave the problem as it was and continue the lesson because identifying and resolving issues could take a long time and effort for them.

5.3.8 Tertiary contradictions

I have identified two related tertiary contradictions in the credentialised activity system: *Community: Individual Vs collaborative practices* and *Technology use now and then (Online Vs In-person CELTA courses).* Fig 5.10 indicates the two tertiary contradictions identified in the credentialised activity system.

Tools
Technology use is optional

Subject
Socialising opportunities

IN-PERSON COURSE (THEN)

Community
Collaborative practices
Out of course support: Getting together

Tools
Technology use is a must

Subject
Lack of socialising

ONLINE COURSE (NOW)

Community
Individual practices
Out of course support: WhatsApp
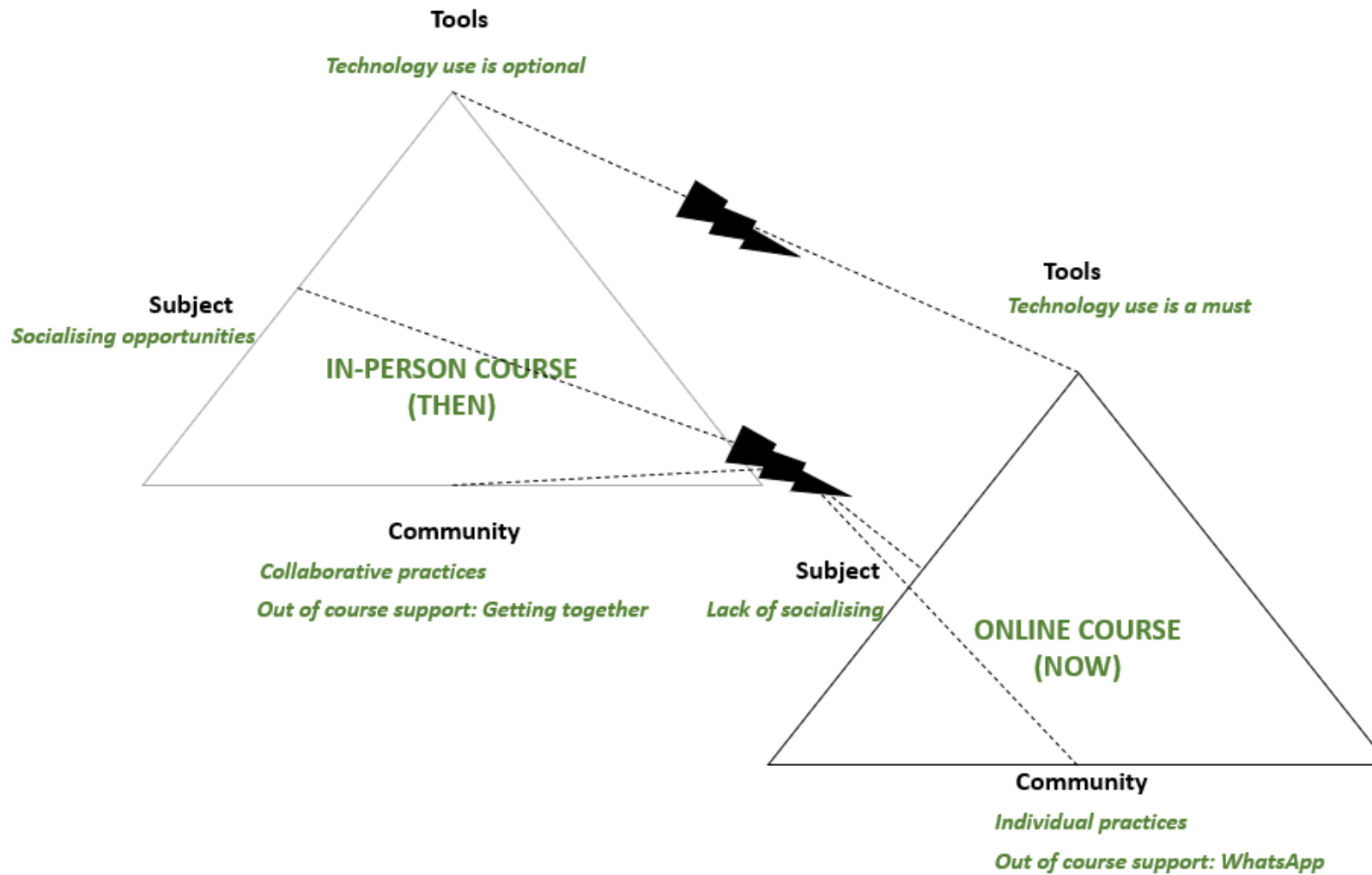
Fig 5.10: Credentialised learning activity system tertiary contradictions

5.3.8.1 Community: Individual Vs collaborative practices

As I observed various lessons and spoke with relevant people, I realised that candidates, tutors, students, managers and others should collaborate closely to run courses successfully. Each member of this community might have different beliefs, motivations, education, understanding, expectation, skills, and social experiences which can affect the way they cooperate and collaborate in the system. A motivated candidate could support and motivate other candidates during the course which would result in productive outcomes for all. On the other hand, less motivated candidates could design and teach fewer interactive lessons.

We can analyse the contradiction here from different perspectives. One aspect of the contradiction here is that the credentialised activity system has been designed to focus on developing individual skills rather than developing group skills. In other words, the work of each individual is evaluated and developed, but there is no room for developing collaborative practices. Developing collaborative skills is an important factor in ELT. I remember in CELTA courses that we used to run in-person, developing collaborative skills had been an important aspect of the course and candidates had to work together to complete tasks such as collaborative lesson planning and teaching. Candidates had to plan one lesson together in order to develop their teamwork and problem-solving skills but in new and CELTA Online courses candidates are not encouraged to work collaboratively and all candidates are expected to do is to follow the course requirements individually to complete the course.

Collaborative practices have been reflected in CELTA standards, but they are more practical for in-person rather than online lessons. The following standards are from CELTA 5 document, standard section:

Standard 4m. Working constructively with colleagues in the planning of teaching practice sessions. Liaise and cooperate willingly and constructively with your peers in supervised lesson preparation.

Standard 5m. Noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators. Incorporate feedback from others in future TP lessons.

Standard 5n. Participating in and responding to feedback. Evaluate your own lessons and your colleagues' lessons critically but constructively in TP feedback. Respond positively to comments, suggestions and criticism made by peers and tutors on your lessons. Make constructive suggestions on your peers' teaching.

Based on my observation of the course, tutors encouraged candidates to constructively criticise their peers' lessons and give feedback to each other and in general help each other in different aspects of the course but I did not see any practices to help candidates develop their collaboration work, especially in lesson planning and teaching. As I observed post-teaching feedback sessions, some candidates seriously gave each other feedback on their teaching skills, but it was not enough to develop collaborative skills. The only collaboration work that I observed was during the second written assignment in which candidates were supposed to collect data from students and use that data in their assignment. Candidates managed to collect and use different tools (interviews, observation, questionnaires) to collect data from their students individually and shared the data with other candidates. As a result of this collaboration, they could have access to relevant data and did not have to repeat the data collection stage repeatedly to find proper data.

In general, most candidates in the course I observed were not really willing to respond to this contradiction and collaborate meaningfully when it was possible to work together.

The second aspect of this contradiction is how candidates collaborate and support each other outside of the course structure. Course participants usually need to find alternative solutions to support each other out of the course. One common way of collaborative work for the candidates in the course I observed was using WhatsApp for communication and collaboration. During the interview, almost all candidates mentioned that they had used WhatsApp to

communicate with other candidates during the course. A candidate mentioned how useful she found WhatsApp during the course:

> *Candidate 7 (27 years old): We created different WhatsApp groups and subgroups for our TP discussions. I think everyone did receive a lot of support from WhatsApp groups. It was like a very good support community. They were very proactive and very helpful.*

Candidates responded to this contradiction properly and did some changes. As I was an observer during the course, I was invited to their group and monitored their interaction on WhatsApp. Using a third-party app had not been supported by this activity system but it seemed quite necessary for candidates to be in touch. Almost all candidates during the interview mention that it was important for them to collaborate and feel they were part of a community rather than just individuals who took a course online without any meaningful collaboration with others. Candidates of the course were active on WhatsApp and shared materials and resources to support each other. One more interesting practice that candidates use was the way that they shared their opinions and asked questions in WhatsApp, and everyone tried to participate and help each other. Although there are some forums on the Cambridge website, candidates preferred to use WhatsApp as it was easy to use. One candidate mentioned she had to wait a few days to receive an answer to the question she had posted on the course forum, but she would receive answers in WhatsApp in a minute. I also observed that they shared a lot of good materials and advice on different aspects of the course on WhatsApp which was not officially supported by the course. Fig 5.11 is a sample question one candidate asked in WhatsApp:

Goodnight! I have a question about the suggested material for FOL did you use other books besides the ones they shared with us on the Celta website? 13:45
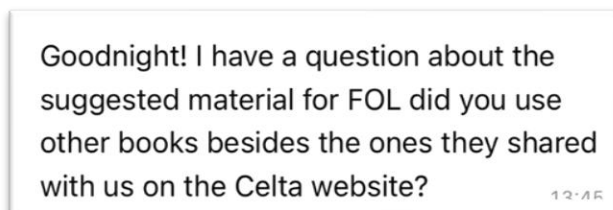
Fig 5.11: A sample WhatsApp post

Appendix 31 is another WhatsApp post sample that candidates shared to support each other.

Candidates in in-person courses usually support each other out of their course too but this collaboration is a lot limited compared with online collaboration. In in-person courses the out of the course collaboration is usually limited to times before and after official course hours and limited to some individuals if they needed any help but in an online course a tool like WhatsApp can connect everyone in the course at any time.

The third aspect of this contradiction is related to the cultural aspects of the course. Course participants in in-person CELTA courses used to have ample opportunities to socialise and make themselves familiar with other participants' cultures to build a good rapport, but in CELTA Online courses, there is no opportunity which has been designed in the course for socialising and knowing about other cultures. To be familiar with other cultures seems an important aspect of teacher training and all teachers are expected to develop such skills as they might work in multicultural institutions. In CELTA standards it is highlighted that candidates need to consider cultural aspects but there are no proper opportunities in CELTA Online courses to specifically raise awareness of other participants' and students' cultures. Here is a relevant standard from CELTA 5 document:

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

I observed an issue in one lesson in which the candidate was not familiar with the dominant culture of the students in his lesson and tried to establish a discussion about politics, but students were not willing to participate although they had no language difficulty discussing any topics.

During the interviews some candidates mentioned how they expected to have more socialising opportunities with other candidates and students but, unfortunately, they did not have any. Here is a comment from a candidate:

> *Candidate 1 (61 years old): In a face-to-face course we would take a break in there and you know that would be an opportunity to at least have a little bit of social contact where I want at least to know people, or*

those people want to know me. I mean not just, you know, hey you want to go to a party, but the social and mutual interest kind of stuff. There's been essentially none in this course.

Candidates used their common sense to respond to this contradiction when it was possible. They used some occasions like the introduction meeting session and some informal sessions with students and teachers to know more each other background and culture and build a good rapport.

5.3.8.2 Technology use Now and Then (Online Vs In-person CELTA courses)

The contradiction between in-person and CELTA Online courses is mainly related to the way technology used to be used in in-person courses and how it is used now in online courses and how teaching principles need to be revised and implemented for online teaching environments where technology is considered as essential tools. The position of technology in online and in-person courses is not the same. Technology before pandemic in in-person CELTA courses used to be considered as an option to just enhance teacher training, but in current online courses it is very necessary and an integrated component of the CELTA Online course. Based on my observation I have seen that although in-person and online courses share the same teaching principles and methodologies, they are not the same and candidates need to develop specific skills for each teaching environment. The differences are quite clear in some areas such as how to use online tools for teaching different skills online, how to build rapport in online lessons, how to maximise interaction and how to troubleshoot unforeseen issues in online lessons. Candidates did not use to consider technology in their in-person lessons, but in online courses considering technology is the first and most important aspect of the lessons and candidates have to consider and develop relevant skills. Some candidates complained in their interviews that they had not received proper training for using technology in their lessons and they did not feel confident using technology to teach their lessons. On the other hand, I observed lessons in

which candidates were confident about using technology and their lessons were proper for online lessons.

As I observed several lessons during the course, I realised that there might be another potential contradiction with using technology in online lessons. I have identified four extremes here. One was a situation in that a candidate was good at teaching but had no experience of online and using technology. The second situation was that a candidate was good at using technology because of their background or interest but needed to develop teaching skills and principles. The third extreme was a situation in which a candidate needed to develop both teaching and technology use skills together and the final situation was for candidates who basically had no issue with both technology and teaching skills and managed to develop both properly during the course. Each of these groups had their problems and preferences and expected from the course to help them develop the areas they needed most.

5.3.9 Credentialised learning activity system and its contradictions diagram

In this section of Chapter five I analysed and presented the details of the CELTA Online course credentialised learning activity system and the analysis of its primary, secondary and tertiary contradictions based on the seven components of the activity theory. In Fig 5.12 below I have combined the credentialised learning activity system and its contradictions diagrams together to present a clear picture of this activity system and its contradictions in one diagram.

Tools

3 *Technology use is optional*

2 *A&D* **To demonstrate progress**
To demonstrate standards of practice
To understand course requirements
To keep track of own progress

1 *Learner training*

3 *Technology use is a must*

3
Subject
Socialising opportunities

IN-PERSON COURSE (THEN)

D

Subject

2 *B&C&D* *CELTA Candidates*

3 *Lack of socialising*

B & C

A

Object ⟶ Outcome
Credentialised learning   To become certified teachers

1 *Commodification of learning*

1 *Course delivery mode*

1 *Cambridge policy on delivery mode*

Community

3 *Collaborative practices*

3 *Out of course support: Getting together*

ONLINE COURSE (NOW)

A. Technology transformation
B. Opposing conceptions of teacher/student-directed learning
C. Teachers as engineers
D. Technology know-how and necessary tools

2

Rules

Community

Division of Labour

Cambridge English responsibilities   Cambridge English team   Cambridge English team support centres

2 *B* *Rules for candidates*   Centre managers   Centre managers manage courses

2 *A&C* *Rules for using technology*   Assessors   Assessors evaluate courses

Common sense rules   Tutors   Tutors train and evaluate candidates

1 *Learners' learning style*   Candidates   Candidates take courses

1 *Primary contradictions*   Centre admin team   Centre admin team do admin work & marketing

2 *Secondary contradictions*   Students   Students attend lessons

3 *Tertiary contradictions*

3 **3** *Individual practices & Out of course support: Using WhatsApp*

Fig 5.12: Credentialised learning activity system and its contradictions diagram

5.4 CELTA Online course pedagogical candidates support and development activity system

In this section I will present the details of CELTA Online course pedagogical candidates support and development activity system based on the seven components of the activity theory. In this section I will address this activity system as *pedagogical support activity system* to make it short and easy to refer to. Fig 5.13 is a triangular analysis of this activity system based on 7 components of activity theory (Engeström 1987).

Tools

To support tutors in tutoring candidates (Cambridge platforms & CELTA trainers portal)
To support tutors to maintain standards of practice (Trainers portal & CELTA 5 doc)
To communicate course requirements to the community (Emails & tutors' reports)
To communicate a supportive atmosphere for the community (Cambridge CELTA platform & WhatsApp)

Subject

CELTA tutors

Object ⟶ **Outcome**

To support candidates   To tutor candidates to become certified teachers
complete the course successfully

Rules

Official responsibilities of tutors
Cambridge English rules for tutors
Centres responsibilities for tutors
Common sense rules

Community

Cambridge English team
Centre managers
Assessors
Tutors
Candidates
Centre admin team
Students

Division of Labour

Cambridge English team support centres
Centre managers manage courses
Assessors evaluate courses
Tutors train and evaluate candidates
Candidates take courses
Centre admin team do admin work & marketing
Students attend lessons

Fig 5.13: A triangular analysis of the CELTA Online pedagogical candidates support and development activity system

5.4.1 Object and Outcome

My analysis highlighted that the object of the pedagogical support activity system is *to support candidates complete the course successfully.* In this activity system the course tutors work on supporting candidates to learn the principles of teaching English and develop the required skills during the course and meet the course criteria (Appendix 1) to receive a CELTA certificate in order to ultimately gain better teaching positions. As I mentioned in the credentialised learning activity, by gaining better employment, candidates would fit into the job market for language professionals. Here is a comment from a tutor during the interview when I asked them for the reasons, they tutor candidates in CELTA courses:

> *Tutor 1 (54 years old): Uh, it's to provide students with the necessary tools to go out and teach and feel confident. Uhm, when they start out teaching, so they have some kind of structure, they bring structure to their lessons.*

The second tutor had a similar opinion with the first tutor about their reasons for tutoring candidates:

> *Tutor 2 (45 years old): I think that the main objective in tutoring Celta either face-to-face or online is to facilitate candidates learning. Yes, understanding of the language, how language is taught and learned and obviously to help people become professionals, because sometimes some people want to teach the language, but they don't have the resources. They don't have their methodologies, they have no idea how to start. So, I think that Celta is a good opportunity for them to understand at least the very important even foundations.*

The second tutor also highlighted that his main objective in the course is to support candidates to complete the course:

> *Tutor 2 (45 years old): Right, yes, so first of all, I think that the main objective in tutoring Celta either face-to-face or online is to help*

candidates complete the course. Yes, understanding of the language, how language is taught and learned.

As I observed, it is the tutors' job to make sure that candidates learn and develop the required skills based on Cambridge criteria (Appendix 1). Tutors use Cambridge standards as criteria to evaluate candidates' progress during the course.

Observation 39 – Cambridge standards

Today I observed a post lesson feedback session and realised that the tutor gave comments to the candidates based on the Cambridge criteria (Appendix 1). This was also reflected in the formal report for each TP.

The outcome of this activity system is *to tutor candidates to become certified teachers.* As I mentioned in the credentialised learning activity, upon successful completion of the course, graduates receive a CELTA certificate. The certificate is recognised by language institutions across the globe and potentially CELTA certified teachers would have better opportunities to receive job offers.

5.4.2 Subject

In the pedagogical support activity system, my analysis highlighted that *individual tutors* were the subject of this activity. Both tutors worked individually throughout the course and I did not notice many occasions for them to work collaboratively in tutoring candidates. Tutors support candidates in CELTA courses to develop their teaching skills and receive a certificate as proof of their knowledge and skills. Both tutors of the course have similar reasons for tutoring candidates as I mentioned in the previous section *Tutor 1 (54 years old) and Tutor 2 (45 years old).* It is necessary to have two tutors in each course and it is worth mentioning the tutors' collaboration. Each tutor is responsible for half of the candidates during one part of the course. A CELTA course consists of two parts and there are four lessons in each part. Based on my observation each tutor is responsible for his candidates and works individually and independently. There are some occasions that tutors had to work collaboratively such as

assignments double marking and preparing end-of-the-course reports, but this collaboration did not mean that there were meaningful collaborate between tutors. Their collaboration was distant and transactional. They mainly acted alone and thought of themselves as lone tutors. As I observed the course, I found tutoring the candidates an individual responsibility of each tutor.

In the course I observed, 2 tutors were tutoring the candidates. They were 54 and 45 years old with several years of tutoring in-person and online CELTA tutoring experience. More details about the tutors are in Chapter four Table 6. To become a Cambridge CELTA tutor, a centre is required to train a potential trainee based on Cambridge training guidelines and support tutors in their tutoring. CELTA tutors are usually experienced teacher trainers with several years of experience in ELT. Cambridge only accepts trainees as tutors when they have a proven record of recognised ELT experience. (Cambridge CELTA Trainer-in-Training Handbook, Version 6, 2023)

See Appendix 32 for the minimum professional requirements for the trainer-in-training as Cambridge requires:

Both tutors mentioned they had experience tutoring CELTA candidates in online and in-person modes. They also mentioned they develop their tutoring skills by tutoring candidates and also they tutor candidates because this is their job to support them.

5.4.3 Tools mediation

The analysis of tools in the pedagogical support activity system has been based on how tools helped the subject achieve the object and also how these tools relate to the object. I have categorised the tools based on the following two areas:

1. Tools for structuring the process of support. This is about helping tutors to understand what supportive steps they should be taking at different times. These tools have been categorised into two clusters:

- Tools to support tutors in tutoring candidates
- Tools to support tutors to maintain standards of practice

2. Tools for communicating requirements to other community members (especially candidates). This is about making sure that candidates and others understand the requirements of what the course expects from them, and also demonstrates that tutors have communicated those requirements. These tools have been categorised into two clusters:

- Tools to communicate course requirements to the community
- Tools to communicate a supportive atmosphere for the community

The tools in the system have been categorised into the four above-mentioned clusters. These tool mediation forms are as follows:

- *Tools to support tutors in tutoring candidates*:
  Zoom, Google Apps, CELTA Trainers portal, Cambridge CELTA platform, Cambridge Support Site,
- *Tools to support tutors to maintain standards of practice:*
  CELTA standards, Cambridge Assignments documents, CELTA Trainers portal, Cambridge Support Site, Cambridge Appian platform, Cambridge CELTA handbooks, CELTA 5 document, Stage 1, 2 & 3 Progress Reports, Live Zoom TPs feedback sessions, Lessons frameworks, CELTA discussion forum.
- *Tools to communicate course requirements to the community:*
  CELTA documents (lesson plan templates, lesson plan samples, sample assignments), Coursebook materials (ELT e-books and e-coursebooks), Tutors' reports, CELTA 5 document, End of the Course reports, Course timetable, Cambridge CELTA platform, Emails and WhatsApp messages.
- *Tools to communicate a supportive atmosphere for the community:*
  Emails, Cambridge CELTA platform and other tutors' and managers' Emails and WhatsApp messages.

5.4.3.1 Tools to support tutors in tutoring candidates

In the pedagogical support activity system, CELTA tutors use some tools to support candidates throughout the course. These tools help tutors do their job based on their job description. Tutors are supposed to follow the course requirement and help candidates achieve their object and outcome. Tutors' main responsibility during a CELTA course is to assess candidates' teaching skills and help them develop these skills. For assessing candidates' teaching skills, tutors need to observe eight live lessons and provide feedback to candidates. In addition to assessing candidates' teaching skills, there are four written assignments which tutors are expected to assess and grade. Based on my observation during the course here is the cluster of tools that tutors use to show their progress:

- Internet connection
- Hardware: A PC or laptop, a webcam and a headset
- Zoom platform
- Cambridge CELTA Platform
- CELTA Trainers portal
- Cambridge English Support Site
- Microsoft Office Word, Excel and PowerPoint
- Google Apps (Docs, Jamboard, Forms and Sites)

Some of the tools I have highlighted here are also being used by candidates and I have explained them in the credentialised activity system such as having a proper *Internet connection, a PC or laptop, a webcam and a headset.* Candidates need to plan and teach one lesson every week for eight weeks during the course. Teaching lessons take place online and on the *Zoom platform.* Candidates teach actual students who attend the Zoom lessons, and their progress in teaching skills is assessed continuously by their tutors based on the required CELTA standards (Appendix 1 standards). Tutors assess candidates' progress during the course in their planning and teaching. Zoom is the main teaching platform and all synchronous sessions including teaching, feedback and input sessions are set on this platform. The Zoom platform has

provided some practical tools for teaching proposes such as the Chatbox, Breakout Rooms, Whiteboard, annotation tools and screen sharing features. Candidates use Zoom as their teaching classroom and all interactions between all participants happen on the Zoom platform, so it is important to consider how to use these tools to develop the required skills during the course and complete it successfully. Tutors at the beginning of the course I observed allocated some time to train candidates how to use Zoom tools properly. As it is an online course, tutors cannot attend it without having a proper Internet connection and hardware. Tutors must have the required hardware. The required hardware helps tutors develop candidates' online skills during the course so ultimately, they feel confident teaching lessons.

Another tool which tutors use for various reasons is the *Cambridge CELTA portal*. Tutors mainly use the portal to have access to CELTA materials necessary for tutors such as assignments, to receive candidates' assignments, lesson plans and their post-lesson evaluation documents and upload their TP reports and assignments evaluation grades. The portal is the main platform for candidates and tutors to save CELTA documents and reports. Appendix 33 indicates a screenshot of a Cambridge CELTA platform page.

In the Cambridge CELTA portal, tutors have access to candidates' lists and also their CELTA 5 documents.

The CELTA Trainers portal is another tool which tutors use to support candidates during the course. As I observed the course, I realised that tutors found the CELTA Trainers portal extremely useful. The CELTA Trainers portal provides templates for tutors to write candidates' reports. These reports consist of eight TP reports, Stage 1 and 2 progress reports and end-of-the-course reports. Here is a note from my observation notes on the usefulness of the CELTA Trainers portal.

Observation note 15 - CELTA Trainers portal

Both tutors used to use Microsoft Word to prepare their reports and believe it was very time-consuming. One tutor mentioned the portal can help him in

writing his reports more accurately and he does not need to write everything from scratch.

The CELTA Trainers portal has been designed based on Cambridge CELTA standards (Appendix 1) and helps tutors to generate their comments accurately by allocating different sections to lesson planning and teaching standards. Appendix 34 illustrates a screenshot of a page on the CELTA Trainers portal.

Cambridge English Support Site is another website on which all the documents and handbooks are available to course tutors and centres. In addition to these documents, the Support Site is a resource of relevant materials and updates, and tutors and centres receive the updates from this website. The following extract is from the CELTA Administration handbook (2023, p: 14) and specifies the details of the Cambridge English Support Site:

> *All documents, forms and information relating to Cambridge Teaching Qualifications are stored on the Support Site (https://support.cambridgeenglish.org/home). In addition, you can use the Support Site to:*
>
> *• search for useful articles and FAQs*
>
> *• log and track your queries online with the Helpdesk*
>
> *• subscribe to articles on the website and receive automatic notifications when the information is updated. Centre Administrators and assessors will be provided with a password to the site. Please contact the Helpdesk.*

Fig 5.14: Details of the Cambridge English Support Site

Appendix 15 in the credentialised learning system is an extract of a sample tutor report on a candidate TP which was generated by the CELTA Trainers portal in a pdf format.

Microsoft Office Word and PowerPoint and Google Apps such as Docs, Jamboard, Forms and Sites are used by tutors on various occasions. Tutors sometimes prepare lessons and teach them, and candidates observe the lessons as good lesson samples. This is called observing experienced

teachers. Tutors use some of these tools to prepare their lessons and teach them. Tutors usually use Word or pdf formats to write candidates' reports. CELTA documents including lesson plan templates, lesson plan samples, sample assignments etc are in Word or pdf formats which are used by tutors at different stages of the course. Appendix 35 is an extract of a lesson plan template which tutors share with candidates to help them prepare their lessons systematically.

5.4.3.2 Tools to support tutors to maintain standards of practice

Tutors have access to some tools to help them keep standards of practice during the course. The following is a cluster of these tools which tutors use on different occasions to follow the required standards.

- CELTA criterion-referenced standards
- Cambridge Assignments documents
- CELTA Trainers portal
- Cambridge Support Site
- Cambridge Appian platform
- Cambridge CELTA handbooks
- CELTA 5 document
- Stage 1, 2 & 3 Progress Reports
- Live Zoom TPs feedback sessions
- Lessons frameworks
- CELTA discussion forum

CELTA criterion-referenced standards (Appendix 1) is the most referenced tool for tutors during the course. Tutors assess candidates' lesson plans and teaching skills against these standards. Candidates need to show they understand the standards and are able to use them to respond to their tutors' feedback on their skills based on these standards. Tutors use these standards in their weekly and end-of-the-course reports regularly. Appendix 36 is a screenshot of an end-of-the-course comments for a candidate based on CELTA criterion-referenced standards.

Tutors during a CELTA course are expected to assess four written assignments. There are four *Cambridge Assignments documents* to guide candidates on how to complete their assignments. Tutors use these documents to assess candidates' assignments. If candidates fail an assignment, they are allowed to resubmit it once. Here are the names of four assignments:

- LSRT - Language Skills Related Tasks
- LRT - Language-Related Tasks
- FOL - Focus on the Learner
- LFC - Lessons From the Classroom

Appendix 37 is an extract of an LFC assignment checklist.

CELTA Trainers portal, Cambridge Support Site, and Cambridge Appian platform are three Cambridge official resources for tutors to use for different purposes to keep the standards of practice during the course.

As I clarified in the previous section, *the CELTA Trainers portal* is used by tutors to generate weekly candidates' lesson evaluation reports. As I observed during the course and also tutors mentioned, they are very useful and help tutors to save some time and prepare more standard comments for the candidates (Note 15 - CELTA Trainers portal, previous section). Appendix 34 indicates a screenshot of a page on the CELTA Trainers portal.

Cambridge Support Site as I mentioned in the previous section, is a website in which tutors can find all course documents and resources. The website is being updated regularly by the Cambridge English team and only tutors and managers have access to these documents. As I explored the website, I realised that it is very useful to have access to all relevant documents and materials in one place.

The Cambridge Appian platform is a new product from Cambridge to facilitate admin parts of the course such as course registration, submission of forms and keeping tutors' comments for candidates. The Appian is a new product and at

the time of this study it was still under pilot running in the centre I observed the course.

To keep standards of practice, tutors need to have access to relevant standards and documents. *Cambridge CELTA handbooks, CELTA 5 document and Stage 1, 2 & 3 Progress Reports sections in CELTA 5 document* are the main documents which tutors use as their reference during the course. Cambridge has published the following handbooks for the course tutors, managers and admin to use and make themselves familiar with the course:

- CELTA Trainer-in-Training Handbook
- CELTA Administration Handbook
- CELTA Syllabus
- CELTA 5 document

CELTA 5 document is the official document that each candidate should have and complete during the course. It is used as a portfolio of candidates' work during the course, and it will be submitted to Cambridge for candidates certification. Tutors use the procedures and standards in the document to assess candidates' progress. Stage 1, 2 & 3 Progress Reports sections are in CELTA 5 document and tutors are required to use them to assess candidates' progress throughout the course. Appendix 38 is an extract of a candidate Stage 2 progress report page.

Live Zoom TPs feedback sessions are arranged by tutors and with candidates after each lesson to discuss each lesson's strengths and areas of practice. During these lessons, tutors and candidates discuss the details of lessons and try to find practical solutions for problems. As I observed these sessions, most candidates found these sessions very useful.

Observation note 19 – Feedback session

During the feedback session today, I managed to realise that tutors are able to change candidates' opinions about some important teaching and learning issues. Today I witnessed how one of the tutors tried to convince a candidate

that teacher speaking should be minimum in order to provide more time for students to speak and explore the activities instead of just listening to the class teacher. He did a great job, and the candidate was convinced to reduce his talking time.

Lessons frameworks are used by tutors to train candidates to plan their lessons properly and based on a standard framework. The frameworks used by the centre I observed their course were systematically prepared and there was one framework for each lesson. Appendix 39 is a writing lesson framework.

The CELTA discussion forum is a place tutors and assessors can discuss their potential pedagogical issues and ask their peers for some advice. I asked both tutors of the course I observed if they use the forum and they replied they are aware of it but rarely use them.

5.4.3.3 Tools to communicate course requirements to the community

It was necessary for tutors during the course that I observed to communicate the course requirements with the candidates. Candidates needed to be reminded about their tasks and assignments. The following tools were used by the tutors to remind candidates of any important procedure or change during the course.

- CELTA documents (lesson plan templates, lesson plan samples, sample assignments)
- Coursebook materials (ELT e-books and e-coursebooks)
- Tutors' reports
- CELTA 5 document
- End of the Course reports
- Course timetable
- Cambridge CELTA platform
- Emails

Candidates use *CELTA documents such as lesson plan templates, lesson plan samples and sample assignments* sent and communicated with them by their

tutors to understand the requirements of the course. It is important for the completion of the course that candidates be clear on how to use these tools during the course. Appendix 11 is a typical lesson plan sample that tutors use to train candidates on how to plan their lessons.

Tutors' reports are important documents which tutors use to show candidates the areas they need to practice more, or they are good at. Candidates need to know about their strengths and weaknesses throughout the course and tutors arrange meetings and go through the standards in their reports with candidates after each assessed lesson. Appendix 15 is an extract of a sample tutor report on a candidate TP.

CELTA 5 document is the main document for candidates and tutors, and they are expected to read, understand and keep a record of their activities during the course in this document. All the standards and procedures are available in CELTA 5. Tutors during the course refer to this document several times and remind the candidates how they are supposed to keep a record of their teachings, observations, assignments grades etc. Appendix 40 is a screenshot of the first page of a CELTA 5 document.

End of the Course reports are prepared by the tutors at the end of the course and given officially to the candidates as an internal certificate. Candidates can find a comprehensive report of their progress during the course and the areas they need to develop more in the future. Appendix 36 is an extract of End of the course comments for a candidate based on CELTA criterion-referenced standards.

Tutors and candidates refer to *the course timetable* to check the details of the course such as the weekly procedures and assignment deadlines. The course timetable is the first official document being communicated with candidates during the induction sessions and usually, candidates have several questions about it to ask. Tutors spend quite some time with candidates to make sure they are clear about the details of the timetable. Appendix 18 is an extract of a CELTA course timetable.

The Cambridge CELTA platform is the official Cambridge platform for all participants. Tutors at the beginning of the course train their candidates on how to use the portal. This platform is the resource of some online courses for candidates and also tutors are supposed to communicate all the reports and materials with candidates through this portal. Appendix 33 is a screenshot of a Cambridge CELTA platform page.

Emails are used by tutors to communicate with candidates and remind them of any procedures or points about the process of the course.

5.4.3.4 Tools to communicate a supportive atmosphere for the community

During the course I observed, it was necessary to have proper communication tools mainly because it was an online course and course participants had a limited number of synchronous meetings and they needed some more asynchronous communication channels. It was important for candidates to feel they were in a supportive atmosphere and maintain a supportive relationship with other community members during the course and to have access to proper communication channels for them to communicate or complain about their issues when it was necessary.

The following tools were used by the tutors to create a supportive learning environment for candidates during the course:

- Emails
- Cambridge CELTA platform
- WhatsApp messages

For tutors to communicate with candidates asynchronously, *emails* were the most proper tools. They used emails to share documents and announcements, remind candidates of the events, answer candidates' questions etc. Emails were also used for tutors to communicate with other tutors and managers and share work-related matters. Appendix 41 is an extract of a weekly reminder

email tutors sent to candidates to remind them of their weekly agenda during the course.

Cambridge CELTA platform forums and announcements section were other communication tools for tutors to communicate with candidates. Tutors and candidates could participate in forum discussions and exchange ideas and ask questions. There are several forums in different sections for candidates and tutors to participate and discuss relevant issues. Appendix 42 is an extract of a general discussion forum in the Cambridge CELTA platform.

Tutors could also use *the announcement tool* on the platform to announce important events. Appendix 43 is a screenshot of the Announcements page.

During the course I observed, forums and announcements tools were rarely used, and candidates were told that they did not need to participate in any forums and tutors never used the announcement tool to remind candidates of any events. They believed emails were more appropriate for communication than CELTA platform tools.

Tutors often needed to communicate with each other and with the managers. In addition to emails which I explained early, WhatsApp was the most common tool for communication among tutors and managers. During the course I observed, I was added to their WhatsApp group, and I could see that they used this channel for communication about everything such as discussing pedagogical and technical issues, arranging meetings and sharing etc. Appendix 44 is a screenshot of some WhatsApp messages in tutors' groups.

5.4.4 Community and Division of Labour

Community and Division of Labour in the pedagogical support activity system share the same principles so I analyse them together. The analysis of the community and division of labour in this activity system is based on how they are in relation to the object of the activity. Figs 5.4 in the credentialised learning activity system indicates seven layers of community in the pedagogical support activity too.

In this activity system, I believe it is important to have a picture of how different participants work with tutors to help them achieve their object. To indicate the relationships between participants, I have categorised different layers of the division of labour based on how directly or indirectly different participants work with tutors in this activity. Participants who directly work with tutors have stronger roles in the system and are in a better position for any change in the system. Fig 5.15 indicates the direct and indirect layers of the division of labour.
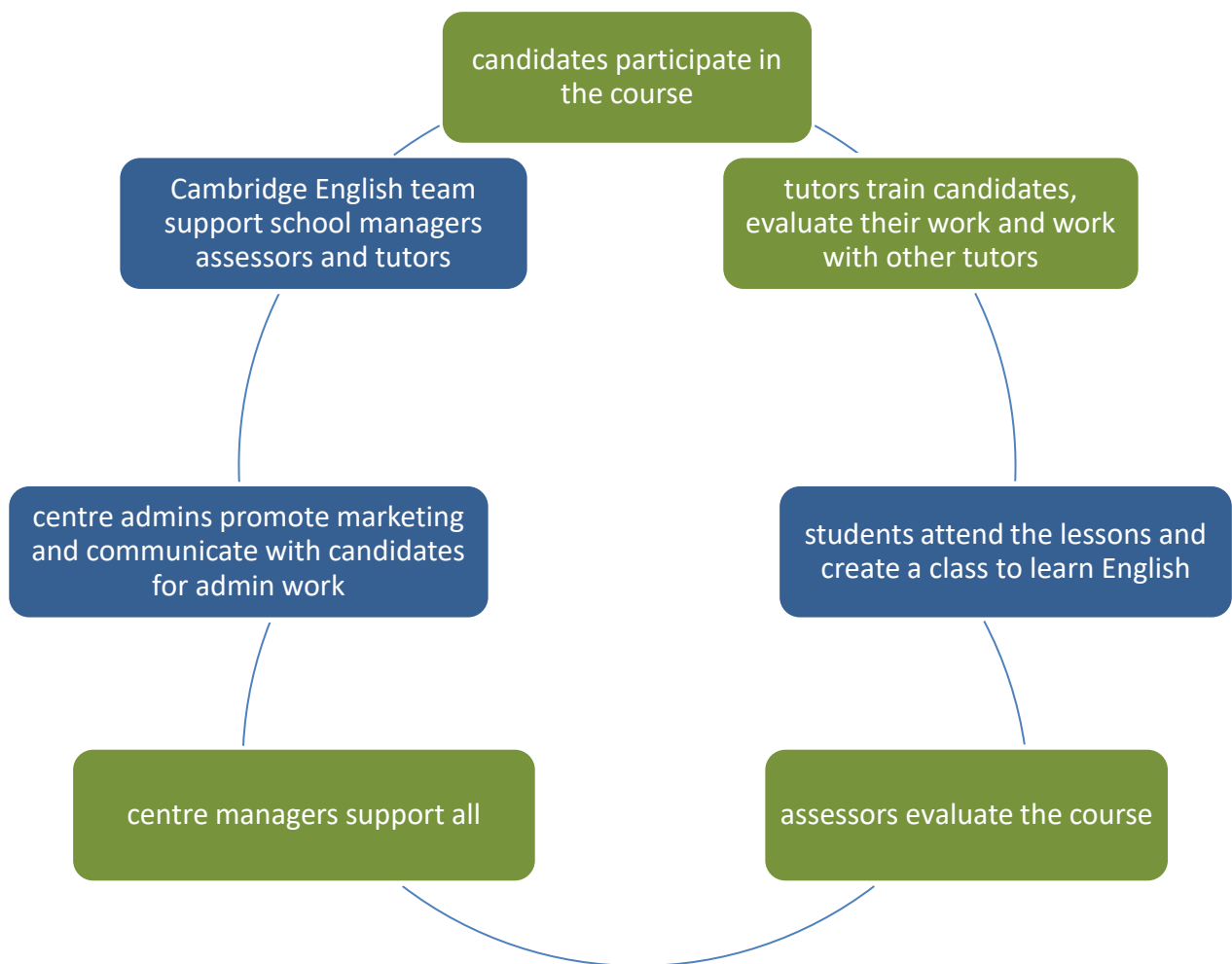
Directly work with tutors

Indirectly work with tutors

Fig 5.15: A summary of the Division of Labour and their relationship

Centre managers, assessors, tutors and candidates work directly together whereas the Cambridge English team, centre admins and students work indirectly together throughout the course.

The analysis of the community and division of labour is based on the expertise and skills they had brought to the activity. For this activity, I have highlighted how directly or indirectly the layers of community work with tutors and how their degrees of authority might influence the system. Fig 5.16 below shows the layers' expertise and skills and their degrees of authority and how directly and indirectly they work with tutors in the pedagogical support activity.
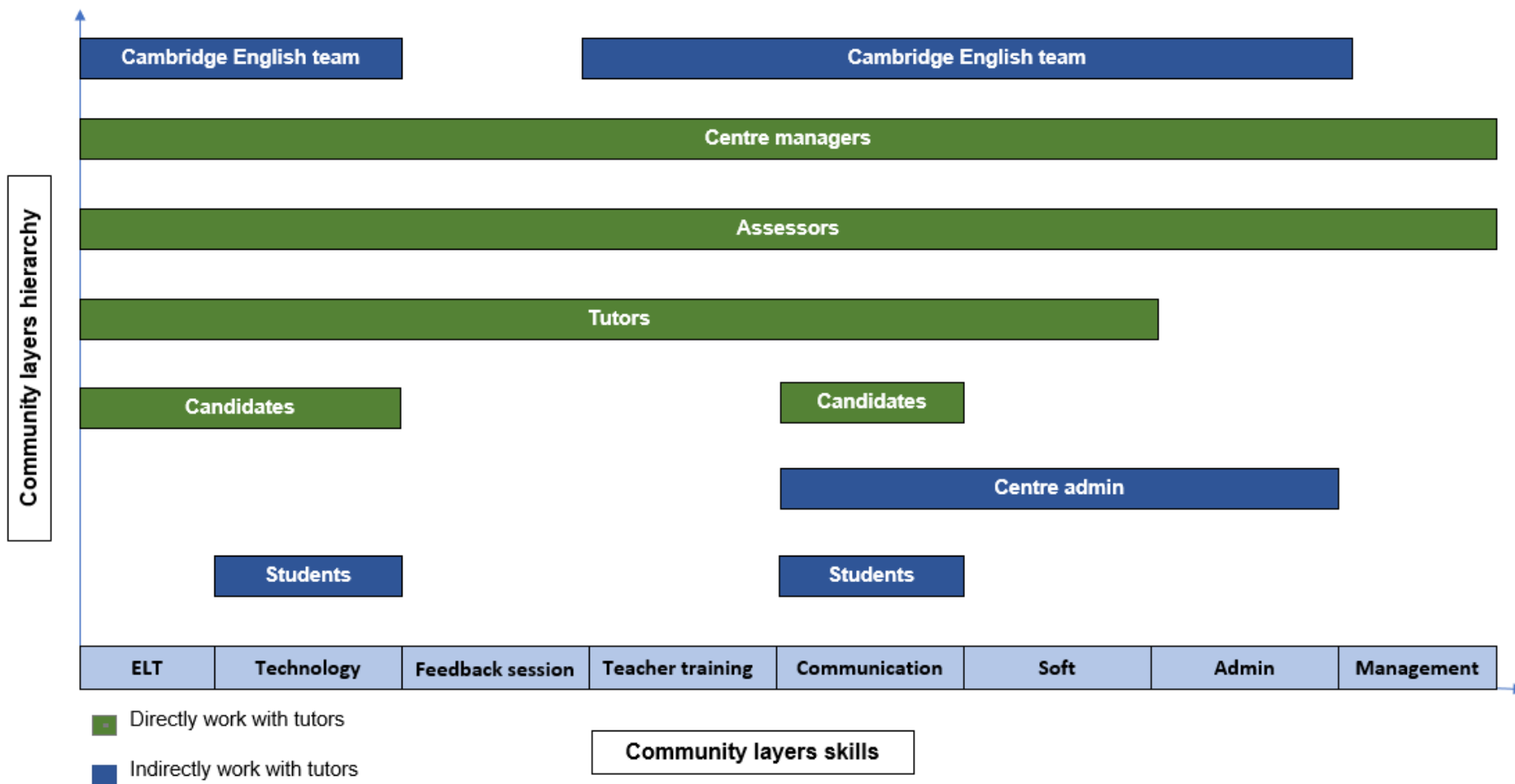
Fig 5.16: Community layers' hierarchy and skills in the pedagogical support system

In the following paragraphs, I will mention some principles for each community layer and their degree of influence on the pedagogical support activity system and how they work with the tutors. The paragraphs have been ordered based on members' degrees of authority in the system.

5.4.4.1 Cambridge English team

As it is indicated in Fig 5.16 the Cambridge English team in this activity has the highest rank in the division of labour and is positioned first. The Cambridge English team has the responsibility of establishing all pedagogical approaches, standards, procedures for dealing with complaints, certifying centres and training tutors etc. Relevant to the object of this activity system, one of the responsibilities of the Cambridge English team is to train tutors and make sure they are qualified to train candidates based on Cambridge standards. The training of tutors is called Trainer In Training (TinT) and it is organised by centres. New tutors are required to attend a course under the supervision of an experienced tutor and follow some procedures to be certified as a CELTA tutor. All the standards and procedures are established by Cambridge, but the Cambridge English team have no direct collaboration with the new trainers. The TinT need to follow the procedure and prepare a portfolio of training and send it to the Cambridge English team to review and certify the tutors. Appendix 45 is an extract from Cambridge Trainer-in-Training Handbook and indicates some standards for training new tutors.

5.4.4.2 Centre managers

Centre managers are positioned second in the division of labour in Fig 5. 16. Centre managers have a mediating role between the Cambridge English team and other course participants. Centre managers work directly with tutors and they are the first contact for tutors if tutors need support or they need to resolve any issues with candidates. Centre managers are in a good position and authority to deal with issues internally and as I observed they can usually resolve all the issues and they rarely refer any issue to the Cambridge English

team. Here is a note from my observation notes about an example of an issue a tutor had with his candidates about some written assignment evaluation.

Observation note 28 – assignment evaluation issue

A candidate last week was not happy with some of the comments she had received on her LSRT (Language Skills Related Tasks) written assignment, and the tutor referred the issue to the course manager. The course manager reviewed the assignment and prepared some recommendations for both the tutor and the candidate. I could see that the problem was resolved.

5.4.4.3 Assessors

Assessors have a critical role in both systems as they are responsible to make sure that Cambridge standards are being followed by all participants. Assessors are positioned third in the division of labour on Fig 5.16. Assessors work directly with course tutors. They usually observe the last lesson of each course and also the following tutors' and candidates' feedback sessions. Assessors also arrange meetings with candidates and collect their opinions about tutors, the centre and the course in general. Assessors then provide some recommendations for all and verify the course and send their report to Cambridge to certify the candidates. Fig 5.17 is an extract of the assessor report in the course I observed.

Candidate Comments			
All candidates were happy with the course; they felt the tutors were always available to provide support when needed. They mentioned they knew some of the theory but it was good to consolidate it in the TPs.			

Assessor Comments			
Assossor mentioned all the admin was done properly and all was in order. She was pleased with the level of support provided in feedback sessions and the clarity of feedback in assignments.			

Assessessor Suggestions			
No official suggestions.			

Assessor Recommendations			
No official recommendations.			

Fig 5.17: An extract of an assessor report

5.4.4.4 Tutors

Tutors are positioned fourth in the division of labour in Fig 5.16. Tutors work directly with centre managers, candidates, other tutors and assessors during the course. Course tutors are responsible for everything related to the candidates during the course and they are expected to follow the course procedures and standards. During the course that I observed, there were a few occasions when the course tutors needed to refer some issues to the centre managers or discuss some standards with candidates. The relationship between the candidates and tutors is quite strong and they work directly together throughout the course. Course tutors are the first contact for candidates, centre managers and assessors if they need any clarification about

the practical aspects of the course. Tutors are also in a good position to design and change the practical components of the course when it is necessary due to various issues that might happen during the course. On one occasion a candidate has some connection issues and was not able to teach her lesson properly. The tutor decided to postpone her lesson and designed a new structure for the following week. The candidate was very happy to be given a second chance to teach her lesson.

5.4.4.5 Candidates

Candidates are positioned fifth in the division of labour in Fig 5.16. Their details have been mentioned in (section 5.3.4.5). As I mentioned in the previous section, candidates and tutors work directly together during the course. As I observed, establishing a good rapport between candidates and tutors seems important as candidates learn from their tutors the most. During the course I observed, tutors met the candidates once a week to observe their teaching and give them feedback on their progress. There was also a lot of communication in the form of email, assignment feedback and some evaluation procedures in CELTA 5 documents that tutors had to have with candidates and candidates were supposed to respond to them. There were also some asynchronous peer work language-related tasks that candidates were suggested to participate in on the Cambridge platform, but their participation was voluntary and as I observed most candidates did not participate. Appendix 46 is an extract of a group work task in which candidates were supposed to work together asynchronously on the Cambridge platform.

5.4.4.6 Centre admin team and Students

The centre admin team and course students were positioned the sixth and seven respectively in this activity system. The details of both groups have been mentioned in (section 5.3.4.6) and (section 5.3.4.7). The admin team work indirectly with the course tutors. I did not see any form of interaction or communication between the admin team and the course tutors during the course. The tutors' work with students was very limited during the course and I

believe they almost work together indirectly. Tutors every week sent invitation emails to students to invite them to weekly lessons. Tutors also teach students twice during the course and candidates were supposed to observe tutors teaching skills. In addition to these two occasions, tutors do not have any form of connection or communication with students. Since students do not pay for these courses, they do not have any authority to change or complain about anything in these courses. As I observed they occasionally asked if the centres were changing their classes based on their language proficiency levels.

5.4.5 Rules

I have identified the following Rules in the pedagogical support system during my observations and document analysis. It seems that some of these rules are more explicit as there are clear guidelines, documents and handbooks for them such as Cambridge English responsibilities for tutors, and some other rules are more tacit and relevant participants are required to follow them but without clear instructions and guidelines such as common sense rules. I have categorised the rules based on how relatively explicit or tacit they are into the following groups:

1. Official responsibilities of tutors
2. Cambridge English rules for tutors
3. Centres responsibilities for tutors
4. Common sense rules

Fig 5.18 indicates relatively the extent to which these various rules are tacit or explicit.

Tacit and explicit rules
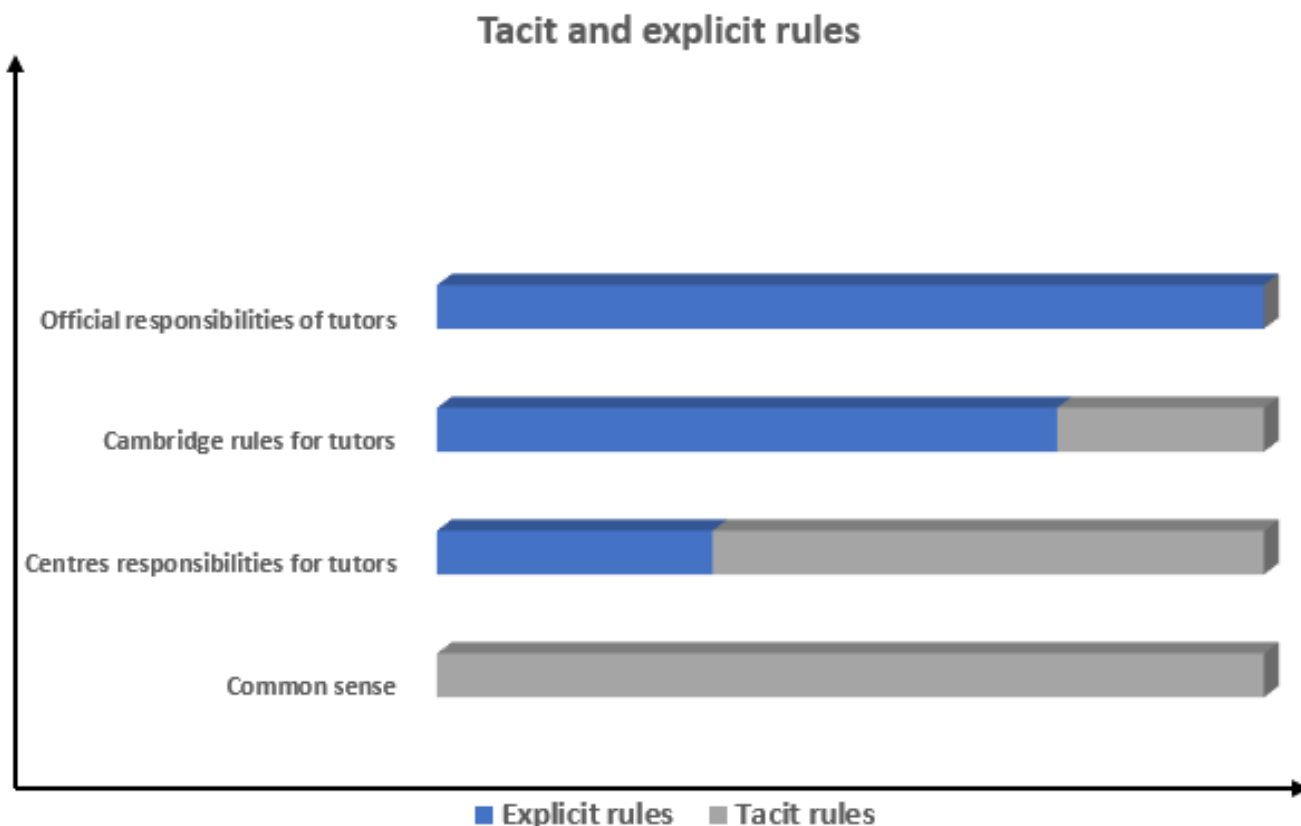
Fig 5.18: Pedagogical support activity tacit and explicit rules

5.4.5.1 Official responsibilities of tutors

The first group of rules are Official responsibilities of tutors which refer to how the Cambridge English team supports tutors. These rules are mainly explicit and available to relevant course participants. The roles and responsibilities of Cambridge are explicitly clear, and centres and tutors have access to them. The main responsibility of the Cambridge team for tutors is to establish training standards and procedures and certify tutors as official CELTA course tutors. CELTA course tutors are required to complete a training procedure which is set by the Cambridge English team and is called Trainer-in-Training (TinT). Cambridge has published a handbook for centres to follow and train their tutors based on the procedures and standards mentioned in the handbook. Fig 5.19 is an explanation of what the Trainer-in-Training Handbook is, and it needs to be used by relevant participants:

This handbook is intended for CELTA centres, trainer-in-training supervisors and trainers-in-training and provides information about and guidelines for the process of training experienced teachers and trainers to deliver CELTA courses. The aims of the materials in this handbook are to raise the trainer-in-training's awareness of the CELTA award and to provide guidance for the trainer-in-training supervisor in devising an appropriate training or induction programme.

This handbook contains samples of the types of tasks which the trainer-in-training might be required to complete before, during and after the CELTA course.

The training process outlined in this handbook is the initial step in the process of training to become a CELTA Assistant Course Tutor. Continued observation and support by CELTA centres is required once new trainers begin to work as Assistant Course Tutors on their first courses. This allows initial competencies acquired in trainer-in-training programmes to be developed and expanded and ensures that all tutors are adequately experienced and prepared for all CELTA course tutor roles.

Fig 5.19: An explanation of what Trainer-in-Training Handbook is, Trainer-in-Training Handbook, Version 6, 2023, p:3

Centres are required to obtain Cambridge permission first by introducing their trainer in training candidate and once the training is completed, they need to provide Cambridge English with a portfolio of training for the TinT candidate. Cambridge English then will certify the tutor as an official CELTA course tutor. The tutor then will be allowed to work as a course tutor. CELTA course tutors are also required to complete a CELTA Trainer Accreditation course every year and update their tutoring standards. Fig 5.20 indicates a list of requirements for the TinT procedure in the Cambridge Trainer-in-Training Handbook table of contents.

Fig 5.20: List of requirements for the TinT procedure. Cambridge Trainer-in-Training Handbook, Version 6, 2023, p.1

The standards and guidelines for the TinT procedure are explicit and centres are clear on how they should train their tutors by following these guidelines. Appendix 47 is a list of the requirements for nominating trainers-in-training from the Cambridge Trainer-in-Training Handbook.

5.4.5.2 Cambridge English rules for tutors

Cambridge English has established guidelines and rules for tutors in CELTA Syllabus and Assessment Guidelines and CELTA Administration Handbook. *"This handbook is intended principally for course tutors, assessors and centre administrators who are involved in preparing and assessing candidates for the Certificate in Teaching English to Speakers of Other Languages (CELTA)."* (CELTA Administration Handbook, January 2023 edition, p. 6)

I have analysed the administration handbook and found the following sections of the handbook with relevant rules and guidelines for the course tutors. The following is a list of these sections:

- Course requirements and staffing
- CELTA course tutor status
- The ratio of course tutors
- Online tutoring experience
- CELTA course tutor roles
- Use of freelance tutors
- Maintaining active tutor status

Fig 5.21 is an extract of the course requirements in the CELTA Administration Handbook which tutors need to follow during the course, but they are not directly addressed to tutors.

3 Course requirements and staffing

3.1   Course composition and length

For every type of delivery mode, the CELTA course involves:

- attendance on an approved course of at least 120 contact hours between the candidates and course tutors, including:
  - input*
  - tutorial support and consultation
  - supervised lesson planning
  - six hours' assessed teaching practice per candidate supervised by a course tutor
  - feedback on teaching practice
  - peer observation of teaching practice
  - six hours' directed observation of lessons taught by experienced ELT professionals, up to three hours of which may be of filmed lessons.
- A minimum of 80 additional learning hours for pre-course preparation, reading, research, assignment writing, lesson preparation and record keeping.

Fig 5.21: An extract of course requirements in CELTA Administration Handbook, 2023 edition, p:8

I have also analysed the CELTA Syllabus and Assessment Guidelines and found all section relevant to tutors and candidates. Fig 5.22 indicates an overview of the CELTA course syllabus (CELTA Syllabus and Assessment Guidelines (2021, p. 2). The document mainly highlights the practical aspects of the course.

Syllabus overview

This document outlines the syllabus and assessment criteria for CELTA.

The following syllabus is a reflection of the pre-service entry point of prospective candidates and outlines both the subject knowledge and the pedagogic knowledge and skills required for beginner ESOL teachers.

The syllabus consists of five specific topic areas:
- Topic 1 Learners and teachers, and the teaching and learning context
- Topic 2 Language analysis and awareness
- Topic 3 Language skills: reading, listening, speaking and writing
- Topic 4 Planning and resources for different teaching contexts
- Topic 5 Developing teaching skills and professionalism.

Fig 5.22: An overview of the CELTA course syllabus (CELTA Syllabus and Assessment Guidelines (2021)

These documents indicate the main practical features of the CELTA pedagogy. The CELTA course syllabus overview in more detail has been attached (Appendix 4). Although the rules in this group are clear, they are less explicit than the rules in the previous group and it is because in various sections of this handbook, there are various rules which tutors need to follow, but they are not directly addressed to tutors.

5.4.5.3 Centres responsibilities for tutors

Centres are required to provide all the requirements of the course and support tutors during the course. The responsibilities of the centres for candidates have been mentioned in CELTA 5 document, but there are no clear lists of responsibilities that centres should have for tutors. It is worth mentioning that there are several rules relevant to tutors in the Cambridge handbooks which centres need to provide but I did not manage to find any specific document to clarify the responsibilities of the centres for their tutors. The centres' responsibilities are rather tacit and based on the way the courses are organised and run in the centres. Based on my observation the following list is the responsibilities of the centre I observed for their tutors:

- Employ and train tutors
- Run CELTA courses
- Employ students to attend lessons
- Deal with internal issues between candidates and tutors
- Interpret Cambridge guidelines in case there are misunderstandings among participants
- Provide necessary resources and technology for tutors and candidates

5.4.5.4 Common sense rules

The final group of rules is about some implicit common sense rules which are expected to be followed by tutors and are not explicitly written in course documents such as general netiquette, respecting others in group work activities, being patient with candidates, having proper time management,

having proper feedback giving techniques, having clothes like teachers in a face to face class, and using their camera and microphone appropriately. As I observed the course, I did not see any occasion when the managers needed to remind tutors to follow these rules, but it was implicitly clear that tutors were required to follow them appropriately. The centre managers expected tutors to have such skills and follow the rules appropriately as their business depended on running courses with minimum issues from participants.

There was a meeting during the course that I observed, and all tutors, managers and the admin team were invited to discuss some issues. During that meeting one of the managers mentioned that they expected the tutors to improve their communication and time management skills as it was important to make sure that candidates were happy with all aspects of the courses and did not complain to Cambridge.

5.4.6 Primary contradictions

As I mentioned in the theoretical framework chapter, the following contradictions categories are based on Engeström (1987) framework which categorised contradictions into four levels. Four levels of contradictions have been used for this study. I will discuss primary, secondary and tertiary contradictions together with the discussion of each activity system in each section. The reason for this category is that the focus of the primary, secondary and tertiary contradictions is limited to one activity system and discussing their contradictions in the same section will give a clear picture of the system and complement the overall discussion of the activity system. In this section, I will discuss the primary contradictions in the pedagogical support activity system. The discussion of each contradiction below will be based on how important the contradiction is and how much it was felt by the participants and also what kind of changes are being driven by people experiencing the contradiction as an early indication of a change in the system. Fig 5.23 indicates the two primary contradictions I have identified in the pedagogical support activity system.
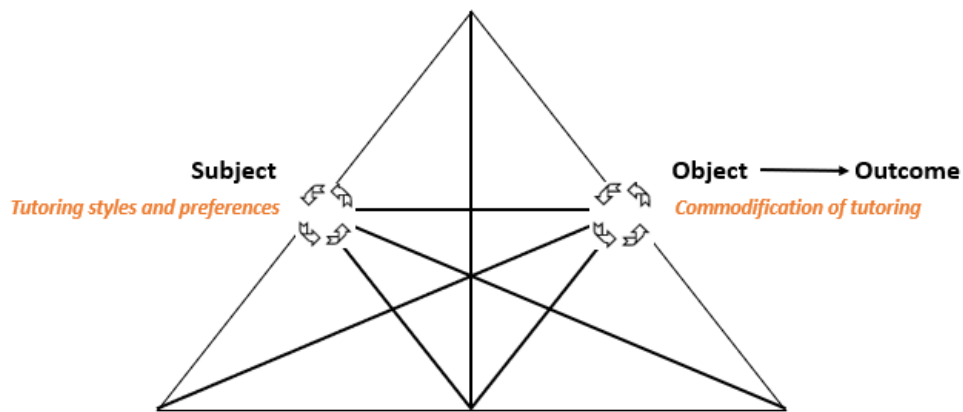
Fig 5.23: Pedagogical support activity system primary contradictions

5.4.6.1 Commodification of tutoring

This primary contradiction is within the object and outcome of the pedagogical support activity. The contradiction is between the use-value which is tutors should pedagogically support candidates to develop their teaching skills and principles during the course and the exchange-value which is tutors do their job and tutor candidates to complete the course. The object of candidates is to be certified teachers by developing their teaching competence by completing the course and tutors are expected to pedagogically support them to develop their skills. Tutors are being trained to learn how they are expected to pedagogically tutor candidates. Here is a comment from a tutor during the interview when I asked them for reasons they tutor candidates.

> *Tutor 1 (54 years old): Uh, it's to provide candidates with the necessary tools to go out and teach and feel confident. Uhm, when they start out teaching, so they have some kind of structure, they bring structure to their lessons.*

The second tutor also believed that tutors need to help candidates develop their skills and this course is the best option for them.

> *Tutor 2 (45 years old): Right, yes, so first of all, I think that the main objective in tutoring Celta either face-to-face or online is to help candidates complete the course. Yes, understanding of the language,*

how language is taught and learned and obviously to help people become professionals, because sometimes some people want to teach the language, but they don't have the resources. They don't have their methodologies, they have no idea how to start. So, I think that Celta is a good opportunity for them to understand at least the very important even foundations.

As I observed the course and the way the two course tutors pedagogically supported the candidates, I could see those tutors to a great extent supported the candidates just to complete the course and receive their certificate and developing their teaching principles was not a major part of their tutoring. I could see that the major concern of one of the tutors for the candidates was just to make sure candidates complete the requirements of the course such as preparing lessons plans, doing their assignments and teaching their lessons but supporting the candidates to develop the skills to show a quality work was not a major concern for the course tutors. It seems that the exchange value dominates the use-value and tutors do their job and support candidates just to complete the course and receive their certificate without properly developing their teaching skills. In this pedagogical support system, the value of just completing the course to receive the certificate would be more than the value of supporting candidates to develop their teaching competence during the course. By completing the course candidates would stop developing their skills as they see no necessity to consider professional development after achieving the outcome.

It seems that it is an important contradiction in this activity system. A CELTA certificate is given to candidates when they complete the course and employers prefer to employ CELTA-qualified teachers as they believe candidates have completed a quality course and are familiar with the principles of teaching English. If tutors just do their job and support candidates to complete the course only and expect candidates to develop their teaching competence on their own, the outcome of such tutoring would be a group of CELTA-qualified teachers who have the certificate but do not have the required knowledge that the certificate represents.

In the course that I observed, there were two tutors and I could see that one of them believed candidates need to develop their teaching skills by completing the asynchronous courses on the Cambridge CELTA portal and his job was just to make sure they follow the structure of the course and complete the necessary stages. On the other hand, another tutor believed that candidates needed to demonstrate quality work. These two types of tutoring affected the candidates during the course.

5.4.6.2 Tutoring styles and preferences

The primary contradiction here is within the subject of the pedagogical support activity system. Based on my observation I realised that the tutors are motivated individuals who wish to express themselves and pursue their beliefs in tutoring, but they are also in an institutional setting where they have been hired to fulfil a certain role and must do it in a way that fulfils that role.The contradiction is that although different tutoring styles and preferences could be acceptable and candidates might have benefited from both tutoring styles, some tutoring preferences were in contrast with each other and gave candidates contradictory instructions which were confusing for candidates. Here are three examples of this contradiction:

- One tutor encouraged candidates to speak students' first language (Spanish) during instructions if they believed it might help students understand the tasks better, but another tutor believed that an English teacher should always speak English under any circumstances.
- One tutor believed while monitoring students during activities, candidates needed to keep their cameras on and be involved with students, if necessary, but the other tutor believed candidates' cameras needed to be off and they should not interfere with students while students are busy with activities.
- Two tutors encouraged candidates differently about technology use in their lessons. One tutor encouraged candidates to use new and accessible technology as much as they could but the other tutor did not believe in using

technology in lessons and encouraged candidates to just focus on teaching principles instead of using technology in lessons.

One tutor in his interview highlighted the importance of tutor preferences and how the quality of the course depends on tutors' styles.

> *Tutor 2 (45 years old): tutors' preferences are important and affect candidates learning. The quality of CELTA depends on individual tutors. The mode of delivery is not important. There is a positive relationship between how good you are with technology and how easily you handle everything online.*

This contradiction is very important and can be the source of some potential misunderstandings among candidates. Candidates in the second part of the course have to work with the second tutor and they might receive contradictory tutoring from the second tutor. Candidates reacted seriously to this contradiction and on some occasions, I observed they had stressful discussions with their tutors and complained about the contradictory feedback they had received from two tutors. Here is a note in one of my observations to highlight this contradiction.

Observation note 28 – tutors style

Today during the post-lesson feedback session one candidate complained about the feedback he received from his tutor about speaking Spanish with his students and explained that his first tutor believed it is beneficial for students if he could speak Spanish with students. His tutor wanted him to stop speaking Spanish with students because he believed speaking the first language with students would lead to a bad habit formation and students always switch to Spanish if they do know how to convey their intention in English and this would delay their learning.

During the interview with the two course tutors, I realised that they had two contradictory opinions about the use of technology in lessons. Here are their comments:

Tutor 1 (54 years old): Using technology in class could be time consuming for teachers to implement . Being reliant too much on technology and internet connection issues are disadvantages of CELTA Online.

Tutor 2 (45 years old): Online CELTA is more efficient CELTA. It is big time saver. Using technology in class can prepare candidates to teach online after course confidently.

As I observed the lessons and feedback sessions, it seems that the two tutors of the course did not follow a unified set of rules in some areas, and they refer to their preferences to tutor candidates instead of following certain rules and guidelines.

5.4.7 Secondary contradictions

I have categorised secondary contradictions into the following categories based on my observation notes, documents analysis and interview discussions with candidates, managers, tutors and students. The findings illuminate contradictions rooted in the relationship between Subject, Tools and Rules. Fig 5.24 indicates the two secondary contradictions identified in the pedagogical support activity system.

Tools
To support tutors to maintain standards of practice

Subject B

A

Rules
Cambridge English rules for tutors
Centres' responsibilities for tutors

Secondary contradictions:
A. Online tutoring training
B. Assessment details framework
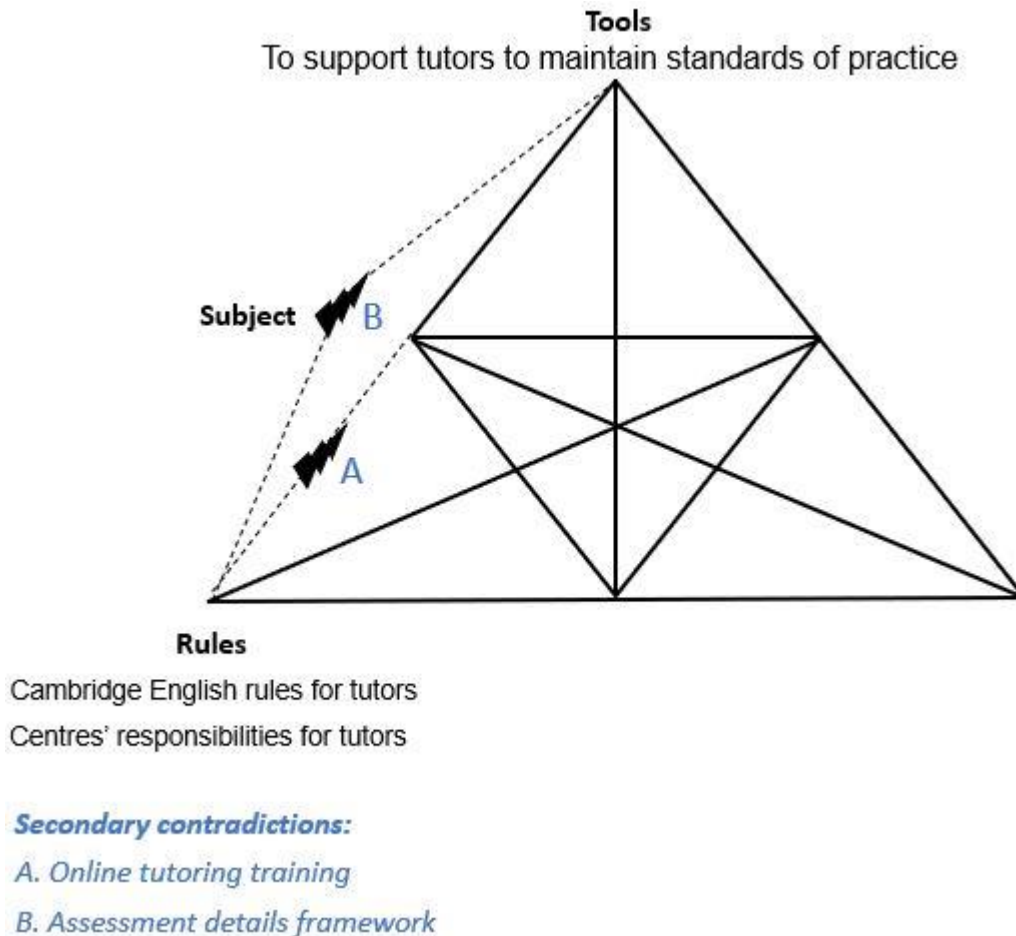
Fig 5.24: Pedagogical support activity system secondary contradictions

5.4.7.1 Online tutoring training

This contradiction is between *the Subject* and *Cambridge English Rules for tutors and Centres' responsibilities for tutors*. It is the TinT procedure which is supposed to provide candidates with a solid grounding in how to do their roles, but actually when they realise their responsibilities for technology, they suddenly realise that they have not been prepared for that aspect of their role. In CELTA Online courses tutors tutor candidates fully online and on the one hand, they are expected to use relevant technology to support candidates, and on the other hand, train candidates how to use proper technology in their lessons. The contradiction here is that although the entire course is online and the use of technology is necessary for a typical online course, tutors do not receive proper training to prepare them for working on online courses. Tutors need to develop their technology-use-related skills to tutor candidates online

and train them on their technology use in their lessons, but there is no training for tutors during their formal Cambridge TinT or any special training organised by centres to develop tutors' technology-use competence. Both tutors during their interviews mentioned that they had not received any formal training on how to specifically use technology and they had developed their skills. Tutor 2 in the course I observed confirmed clearly that they had not received any training or support for using technology.

> *Tutor 2 (45 years old): Unfortunately, the answer is no, I haven't any training for technology use. Potentially there is, but at least I have not received any email letting me know. Yeah, you know, in case you have any problem in case you need some support. Yes, this is the email that you need to maybe write to or this is the person you need to address. No, I have not received that. I think that to a certain extent, I don't know if it's good or bad, but I think that Cambridge probably is expecting every centre to become responsible for it and that's what.*

The second tutor also mentioned they had not received any formal training.

> *Tutor 1 (54 years old): We had some sharing sessions with Cambridge to discuss how to deliver online CELTA but received no formal training.*

In the Cambridge training handbook for tutors, it has highlighted that centres are responsible for the training of their tutors if tutors need any technology-related support but there is no section in this handbook to specifically highlight the type of training or how the training supervisors should make sure about the tutors' technology use competence:

> The centre has the responsibility for ensuring that the appropriate level of training and induction is provided. If the trainer-in-training programme is being conducted online via the Cambridge Moodle-based course, the course must be supplemented so that the trainer-in-training can observe and deliver live input sessions. Trainers-in-training cannot be verified as CELTA Assistant Course Tutors if they have only experienced online

Moodle-based input. (Cambridge CELTA Trainer-in-Training Handbook, 2023, p: 4)

I found this contradiction as a source of some confusion and misunderstanding among candidates during the course and I believe it is very important. Since tutors do not receive any training on how to use technology during the course and they need to develop their skills, different tutors have different opinions about the use of technology. It seems that the use of technology has become a personal preference and tutors can decide how to use them and they are not essential aspects of the course. For the tutors who do not prefer to use technology in their courses, the online or in-person courses are the same and they do not highlight any technology-related methodology. On the other hand, some tutors who believe using technology is important in online courses, try to establish technology-related teaching metrologies to support their candidates. Candidates who receive training from tutors with different opinions about the use of technology in the course might confuse about many aspects of the course.

5.4.7.2 Assessment details framework

This contradiction is between the *Tools to support tutors to maintain standards of practice and Cambridge English Rules for tutors.* As I observed the course, I realised that tutors sometimes were not clear about some aspects of the course and needed clarification and support from other tutors or managers. The issue is that tutors are trained to go and check the rules, but when they check those rules, they find the rules are not specific enough. One area that I could see several times tutors struggled with was candidates' final evaluation based on their TP results. Tutors had different opinions and did not have a clear structure to follow and realise who should be evaluated as a "Pass" and who should be evaluated as a "Fail" based on the candidates' TP results. Candidates during a course teach eight lessons and each lesson is evaluated as a "Standard or Above Standards" or "Below standard". Candidates are expected to obtain "Standards" in all their lessons to receive a "Pass" for their course but if candidates do not manage to receive a "Standard" for some lessons, they can

still pass the course but it is not clear how many "Standards" they need to obtain out of eight lessons and also it is not clear if some lessons are more important than others and if candidates fail those lessons they would fail the course. Appendix 48 is a screenshot of a WhatsApp message in which a tutor is asking for clarification about a candidate's final result.

This contradiction is important because tutors' recommendations for candidates' final results affect candidates' certification. As I observed tutors' communications and analysed relevant documents, assessing candidates' performance is the tutors' responsibility and Cambridge English just moderates the outcomes. There is no clear framework of guidelines for tutors to use and assess candidates' performance based on the number of "Standards" or "Below standards" candidates achieve in their TPs. Tutors' reactions to this contradiction were to communicate with more experienced tutors or their managers and asked them for clarification. Fig 5.25 is an extract from CELTA Syllabus and assessment guidelines and indicates that the assessment of candidates needs to be done internally and tutors are responsible for it.

Assessment framework

There are two components, Component One: *Planning and teaching* and Component Two: *Classroom-related written assignments* (of which there are four in total).

CELTA is internally assessed and externally moderated by a Cambridge English approved assessor, who samples portfolios and teaching practice, and who discusses and agrees the grades for all candidates.

Fig 5.25: CELTA Syllabus and assessment guidelines, 2021 edition, p:2

Based on the Cambridge English candidates' assessment procedure, course tutors should suggest a provisional final grade for each candidate based on their performance during the course and the course assessor should consider the grades and arrange a meeting with the tutors to discuss the provisional grades and suggest the final grade to Cambridge. Course tutors should justify their provisional grades for candidates during the meeting with the assessor and convince them that the provisional grades are based on candidates' performance. As I observed a grading meeting with the course assessor and tutors, I found the discussions subjective rather than based on a clear

framework for candidates' assessments. Although discussing candidates' grades with the course assessor is a good reliable strategy for the candidates' assessment, it seems tutors can justify the provisional grades recommendations the way they believe are correct and not based on a clear assessment framework. Fig 5.10 in the credentialised learning system indicates the CELTA performance descriptors for use by tutors and assessors at the end of the course to determine final recommended grades but it is the tutors' responsibility to use the descriptor and recommend their provisional grades. There is no assessment framework to highlight that candidates should obtain a "Standard" grade in how many of their TPs and in what lessons to receive a "Pass".

5.4.8 Tertiary contradictions

I have identified two related tertiary contradictions in the pedagogical support activity system: *Community: Individual Vs collaborative practices* and *Technology use now and then (Online Vs In-person CELTA courses).* Fig 5.26 is similar to credentialised learning tertiary contradictions and indicates the two tertiary contradictions identified in the pedagogical support activity system.

Tools
Technology use is optional

Subject
Socialising opportunities

IN-PERSON COURSE (THEN)

Community
Collaborative practices
Out of course support: Getting together

Tools
Technology use is a must

Subject
Lack of socialising

ONLINE COURSE (NOW)

Community
Individual practices
Out of course support: WhatsApp
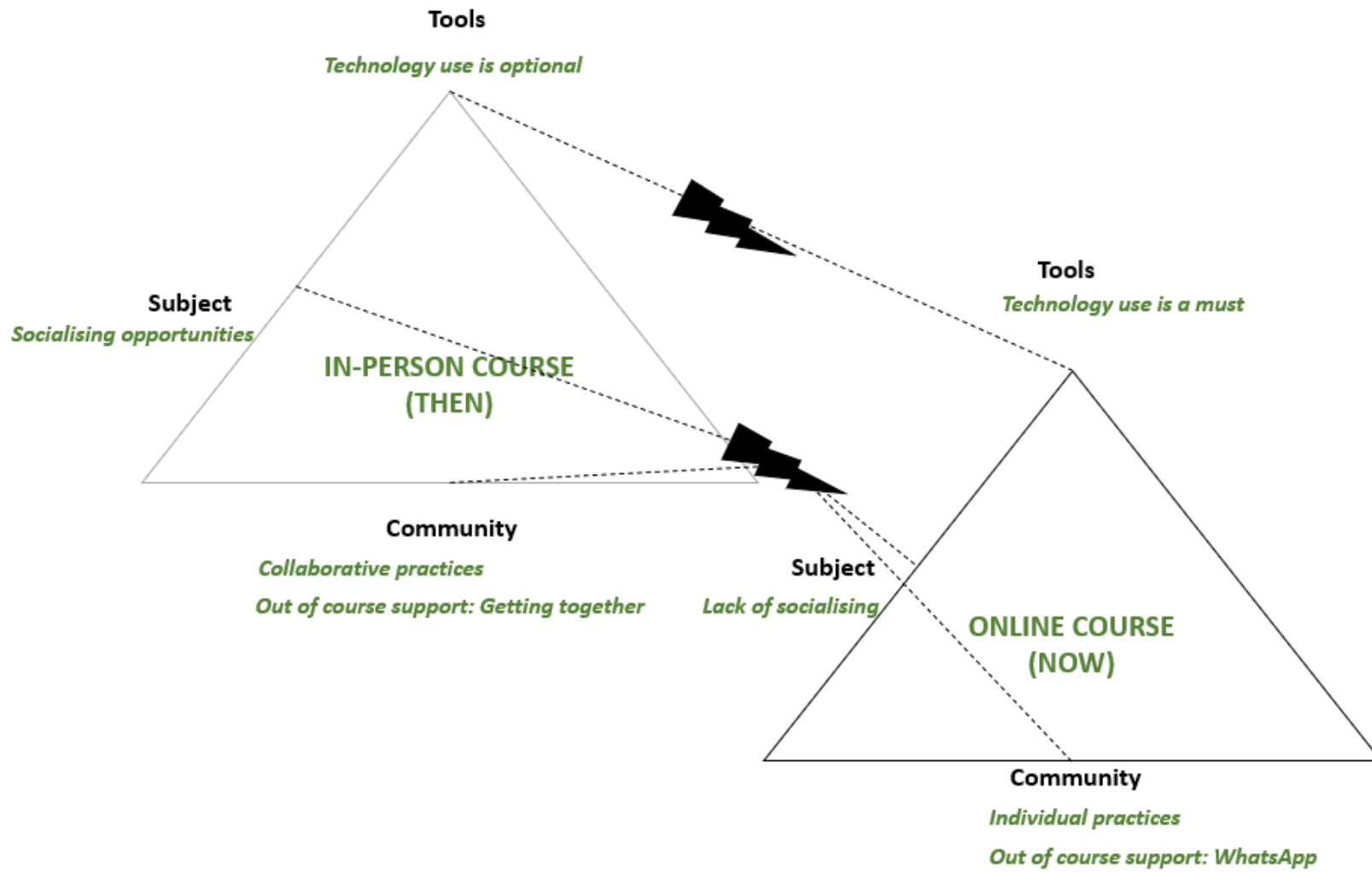
Fig 5.26: Pedagogical support activity system tertiary contradiction

5.4.8.1 Community: Individual Vs collaborative practices

In a training course like CELTA in which different participants have different roles and they need to work together, collaboration among participants has an important role. Based on my observation I believe all participants need this collaboration, especially in CELTA Online courses where collaboration is limited due to the online nature of the course.

One aspect of this contradiction is the fact that we understand *collaborative practice* is useful and will lead to better outcomes but during the course that I observed I did not see any meaningful collaboration between the two tutors of the course. Although both tutors were responsible for tutoring of all candidates during the course, each tutor was tutoring his group individually and there was no need to collaborate with the other tutor and make decisions together unless they needed to resolve an issue or double mark an assignment.

Here is a reference in CELTA Administration Handbook for tutors to collaborate and double-mark candidates' assignments:

9.2.3 Assessment of written assignments

The written assignments are internally assessed. A minimum of two tutors should be involved in the marking of written assignments.

A proportion of each assignment must be double-marked. This involves checking the first marker's grading and comments on the assignments. The sample checked should include any fail assignments. Assignments that have been double-marked should be initialled by both tutors. Centres should keep a record of which assignments have been double-marked; course assessors may ask to see this record.

Fig 5.27: An extract about double marking assignments by tutors, CELTA Administration Handbook, 2023, p:28

I clearly remember during the CELTA courses that we used to run in person, both tutors collaboratively worked together during the course and decided on candidates' progress together.

During the interview, a tutor mentioned how they used to collaborate with other tutors during their face-to-face courses:

> *Tutor 2 (45 years old): We used to decide about candidates' assignment grades and final reports together with another tutor in face-to-face courses. We could share opinions and make better decisions about candidates' progress.*

The CELTA Online course that I observed was designed in a way that each tutor was clear about what he was expected to do during the course and no meaningful collaboration was designed for tutors. The only meaningful collaboration I could observe was preparing the comments for candidates' end of the course certificates which both tutors needed to write and sign together. I did not observe that tutors on any other occasions during the course work together to make any decisions together. This is different from the same course we used to have in person in which collaboration was an integrated part of the course and tutors almost made any decisions about candidates together. Here is a comment from one of the tutors about how tutors work together in a CELTA Online course:

> *Tutor 2 (45 years old): There is no community of tutors in an online course and we work individually and independently. Having regular meetings could be beneficial for all but we don't have them. No team working.*

I found two sentences in the CELTA Administration Handbook about how tutors are expected to communicate with each other during the course but there are no specific guidelines on how tutors should collaborate in online courses:

> Extract 1: The number of tutors involved in any course should be such that opportunities for communication between tutors and continuity for candidates are maximised.

> Extract 2: Centres should aim to run courses with consistent teams of tutors to ensure adequate liaison between course tutors. (CELTA Administration Handbook, 2023, p: 10)

Both tutors of the course could manage to work individually with minimum collaboration and based on the course structure there was no problem with this lack of meaningful collaboration. As I observed, tutors were happy to work individually and make their own decisions, but this way of working affected candidates leaning on several occasions. Candidates experienced two different ways of tutoring with different expectations and methods and some of them in contrast. On one occasion I observed two tutors gave one candidate two opposite feedback comments about the way the candidate was supposed to monitor students in Zoom Breakout Rooms. One of them believed candidates should turn their cameras off and just monitor students and the other one encouraged the candidate to be involved with students with his camera on. The candidate who received these two contradictory feedback comments complained and highlighted that he was confused and was not sure which tutor to follow.

The second aspect of this contradiction is how tutors communicated and supported each other *outside of the course structure.* All tutors and managers of the centre were in a WhatsApp group and had active conversations when they needed to resolve an issue or ask a question. Using a third-party app had not been supported by this activity system but it seemed quite necessary for tutors and managers to use it. Here is some note from my observation:

Observation note 30 – WhatsApp for tutors

I was invited to the tutors' WhatsApp group and reviewed the way tutors and managers used this channel to communicate. I can see that it is a very effective communication channel for all tutors and managers to be in touch. It is their first choice when they need a quick response or support.

Tutors responded well to this contradiction. WhatsApp was an important communication channel for them no matter where they geographically were or what time zone they shared.

An advantage of the WhatsApp channel in a CELTA Online course over an in-person CELTA course is that tutors consider this channel in an online course

more seriously as it is the proper channel they have and communicate with all who are in the same online tutoring situation and courses. In an in-person CELTA course that we used to run we never used WhatsApp or similar Apps to communicate as we could communicate in-person but only with another tutor who was involved in the course and during working hours. WhatsApp in CELTA Online courses allows tutors and managers to communicate at any time they need to communicate. Fig 5.28 is a screenshot of a WhatsApp message between tutors.

Hi everyone I have a quick question   05:05

If a candidate doesn't have time to finish his TP6 i.e no FP and no DEC but the rest of his lesson is good can he still pass?

05:06

Functional language TP   05:06

R.   just replied so no worries... 👌

05:13
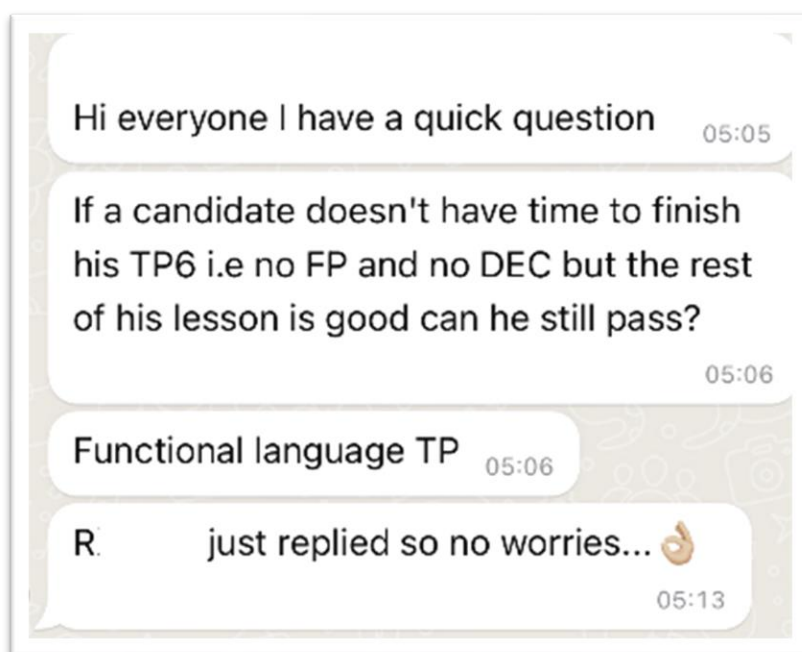
Fig 5.28: A WhatsApp message in tutors and managers' WhatsApp group

The third aspect of this contradiction is related to *the social and cultural aspects of the course.* Tutors in in-person CELTA courses used to have ample opportunities to socialise and make themselves familiar with other cultures to build a good rapport, but in CELTA Online courses, there is no opportunity which has been designed in the course for socialising and knowing about other cultures. Being familiar with other cultures seems an important aspect of teacher training and all tutors are expected to develop such skills as they might work in multicultural tutoring contexts.

During the interviews both tutors mentioned how they expected to have more socialising opportunities with others but, unfortunately, they did not have any. Here is a comment from Tutor 2:

> *Tutor 2 (45 years old): In an online environment the social aspect of our job is missing. Sometimes a tap on the shoulder can help a candidate to relieve stress but this is not possible online. When you travel to do a CELTA f2f (face to face) you make yourself familiar with new culture. This is not possible online.*

Tutors used their common sense to respond to this contradiction when it was possible. They used some occasions like the introduction meeting session and some informal sessions with candidates and students to know more about each other background and culture and build a good rapport.

5.4.8.2 Technology use Now and Then (Online Vs In-person CELTA courses)

This contradiction is between in-person and online CELTA courses and mainly relates to the way technology used to be used in in-person courses and how it is used now in online courses and how teaching principles need to be revised and implemented for online teaching environments where technology is considered as essential tools. As I observed the lessons and compare them with the in-person courses that we used to run, I can see that the position of technology in online and in-person courses is different. Technology use used to be an option for course tutors to use and facilitate their lessons but now in online courses it is an integrated part of the courses. Tutors have to use some forms of technology in their tutoring. Although in-person and online courses share the same teaching principles and methodologies, they are not the same and tutors need to develop specific skills for each teaching environment.

One area that I always consider in my observations was to see how tutors and candidates use technology to implement core principles of teaching and

training. Here are some areas that I have collected during some of my observations:

- how to use online tools in demo online lessons
- how to build rapport in online lessons
- how to train candidates to use technology properly
- how to troubleshoot unforeseen issues in online lessons

Tutors did not use to consider technology in their in-person lessons, but in online courses considering technology is the first and important aspect of the lessons and tutors have to consider and develop relevant skills. Tutors in their interviews mentioned that they had not received proper training for using technology.

Here is an example of an issue I have observed in one of the lessons during the course:

Observation note 45 – candidate tech use issue

In a lesson today, I could see that a candidate was not able to use some basics of IT to help his students in his lesson and his lesson was negatively affected by this issue. His tutor during the post-lesson feedback session gave him some advice on how to develop his technology-related skills.

5.4.9 Pedagogical support activity system and its contradictions diagram

In this section of Chapter 5, I analysed and presented the details of the CELTA Online course pedagogical support activity system and the analysis of its primary, secondary and tertiary contradictions based on the seven components of the activity theory. In Fig 5.29 below I have combined the pedagogical support activity system and its contradictions diagrams together to present a clear picture of this activity system and its contradictions in one diagram.

Tools
- ③ *Technology use is optional*

Tools
- To support tutors in tutoring candidates
- ②B *To support tutors to maintain standards of practice*
- To communicate course requirements to the community
- To communicate a supportive atmosphere for the community
- ③ *Technology use is a must*

Subject

IN-PERSON COURSE (THEN)

③ *Socialising opportunities*

Community

Collaborative practices

③ *Out of course support: Getting together*

③ *Lack of socialising*

Subject

②A *CELTA tutor*

① *Tutoring styles and preferences*

B

A

Online course (NOW)

Object ──────────► **Outcome**

To support candidates
complete courses successfully

To tutor candidates to become certified teachers

① *Commodification of tutoring*

②
- A. *Online tutoring training*
- B. *Assessment details framework*

Rules

Official responsibilities of tutors

②A&B *Cambridge English rules for tutors*

②A *Centres responsibilities for tutors*

Common sense rules

Community	**Division of Labour**
Cambridge English team	Cambridge English team support centres
Centre managers	Centre managers manage courses
Assessors	Assessors evaluate courses
Tutors	Tutors train and evaluate candidates
Candidates	Candidates take courses
Centre admin team	Centre admin team do admin work & marketing
Students	Students attend lessons

③ *Individual practices & Out of course support: WhatsApp*

① **Primary contradictions**
② **Secondary contradictions**
③ **Tertiary contradictions**

Fig 5.29: Pedagogical support activity system and its contradictions diagram

5.5 CELTA Online course managerial and administrative support activity system

In this section I will present the details of the CELTA Online course managerial and administrative support activity system based on the seven components of the activity theory and also the analysis of the contradictions in this activity system. In this section I will address this activity system as *administrative support activity system* to make it short and easy to refer to. Fig 5.30 is a triangular analysis of this activity system based on 7 components of activity theory (Engeström 1987).

Tools

To structure and resource CELTA courses (Cambridge CELTA platform & Appian platform)
To understand Cambridge English regulations (Cambridge Support Site & essential Apps)
To communicate requirements to participants (Emails & WhatsApp)

Subject

Centre managers team

Object ⟶ **Outcome**

To manage CELTA courses   To ensure successful course completion

Rules

Cambridge rules for centres

Common sense rules

Community

Cambridge English team

Centre managers

Assessors

Tutors

Candidates

Centre admin team

Students

Division of Labour

Cambridge English team support centres

Centre managers manage courses

Assessors evaluate courses

Tutors train and evaluate candidates

Candidates take courses

Centre admin team do admin work & marketing

Students attend lessons

Fig 5.30: A triangular analysis of CELTA Online course managerial and administrative support activity system

5.5.1 Object and outcome

My analysis highlighted that the object of the administrative support activity system is *to manage CELTA courses.* In this activity system, the course managers follow the Cambridge English requirements to monitor and manage courses and provide opportunities for assessors, tutors, candidates, the admin team and students to do their responsibilities in the course.

Appendix 49 is an extract of CELTA centres obligations which course managers need to follow to keep the Cambridge standards.

Different participants have different technical needs, and it is the responsibility of the managers to consider them appropriately. Course managers are also responsible for the financial and marketing sections of the courses and need to follow Cambridge English requirements to keep the required standards to manage courses.

Here are two comments from the centre managers during the interview when I asked them for their reasons in manging CELTA courses:

> *Manager 1 (38 years old): To keep the CELTA operations healthy in terms of quality, innovation and therefore finances.*

> *Manager 2 (44 years old): Ensure smooth overall courses - e.g. coordination between Cambridge, tutors, candidates and students to run courses; ensure tutor and candidates have the necessary resources to give/complete the course, help tutors provide positive experiences on the course, etc.)*

The outcome of this activity system is *to ensure successful course completion.* As I already mentioned in the two previous activity systems, upon successful completion of the course, candidates receive a CELTA certificate. Issuing certificates by Cambridge means the course has been managed and completed properly and all participants have done their responsibilities appropriately based on the requirements.

5.5.2 Subject

In the administrative support activity system, my analysis highlighted that two course managers were the subject of this activity. Both course managers work collaboratively together as a team to manage courses. Both tutors of the course have similar reasons for managing courses as I mentioned in the previous section. My data set does not allow me to discuss how the working relationship between the managers had been developed, but I can highlight that both managers worked closely together as a team and made all course-related decisions together. All the emails that they needed to send to participants were prepared and sent by both of them and no decision was made by one of them only. Manager 1 was 38 years old, and Manager 2 was 44 years old. Manager 1 was the director of the centre and had a higher position than Manager 2 who was the head of teacher training. As I observed the course, the managers' collaboration was interactional.

In the course I observed, 2 managers supported the participants together. They had several years of running and tutoring in-person and online CELTA experience. More details about the tutors are in Chapter four Table 6. To become a Cambridge CELTA tutor, a centre is required to train a potential trainee based on Cambridge training guidelines and support tutors in their tutoring. Centre managers are usually experienced trainers with several years of experience in ELT. Cambridge English directly works with centre managers and there is always one manager in each centre who is appointed as the centre representative to be in contact with Cambridge English team. During the time I observed the course, Manger 1 was the Cambridge-appointed representative in the centre.

5.5.3 Tools

The analysis of tools in the administrative support activity system has been based on how tools helped the subject achieve the object. I have identified three forms of tools mediation in the system and categorised the cluster of tools into these mediation forms. These tool mediation forms are as follows:

- *Tools to structure and resource CELTA courses:* Cambridge CELTA platform, CELTA Trainers portal, Cambridge Appian platform, Course timetable
- *Tools to understand Cambridge English regulations:* Cambridge Support Site, Cambridge CELTA handbooks and documents, essential Apps,
- *Tools to communicate requirements to participants:* Emails and WhatsApp, Cambridge CELTA platform

5.5.3.1 Tools to structure and resource CELTA courses

In the administrative support activity system, centre managers use some tools to run CELTA operations based on the requirements and procedures set by Cambridge English. These are essential tools and all centres are expected to use them to run CELTA courses. One of the main responsibilities of the managers is to run CELTA courses and create opportunities for participants to take part. These tools help managers to run courses and allow all participants to take part. Based on my observation during the course here is the cluster of tools in this category:

- Cambridge CELTA platform
- CELTA Trainers portal
- Cambridge Appian platform
- Course timetable

The Cambridge CELTA platform is an essential tool for running CELTA courses and supporting tutors in their responsibilities. Centre managers have administrative access to this platform and register courses, tutors and candidates into the platform for each CELTA course. Cambridge CELTA platform is the main platform for tutors and candidates to receive the necessary documents and guidelines throughout the course. Tutors mainly use the portal to have access to CELTA materials necessary for tutors such as assignments, to receive candidates' assignments, lesson plans and their post-lesson evaluation documents and upload their TP reports and assignments evaluation grades. The portal is the main platform for candidates and tutors to save

CELTA documents and reports. If tutors or candidates have any issues with the platform, they need to contact the managers to investigate and resolve them. Centre managers have access to different reports generated by the platform. These reports can help them in their planning and operations evaluations. Appendix 50 shows a screenshot of a Cambridge CELTA platform report page.

The CELTA Trainers portal is another tool which managers use to structure and resource courses. As I observed the course, I realised that tutors found the CELTA Trainers portal necessary and useful. The CELTA Trainers portal provides templates for tutors to write candidates' reports. Managers have administrative access to this portal and register tutors and candidates for each course. This portal is used as a reference for tutors to evaluate candidates' performance during the course and also managers can prepare reports for candidates if they need to observe their progress or respond to any complaints. This portal has been designed independently from Cambridge and centres do not have to use them, but centres usually use it to support their tutors. Appendix 51 is a screenshot of a CELTA Trainers portal report page.

The Cambridge Appian platform is a new product from Cambridge English to facilitate admin parts of the course such as course registration, submission of forms and keeping tutors' comments for candidates. The Appian is a new product and at the time of this study it was still under pilot running in the centre I observed the course. Fig 5.31 is a screenshot from the CELTA Appian User guidelines handbook.

CELTA Appian User Guidelines

A new platform for CELTA called Appian will be introduced on 1st August 2022. The new online platform will allow Centres/Main Course Tutors for CELTA to register their own CELTA courses (with CELTA Admin Approval) and also carry out all the administration for CELTA courses (e.g. submit entry and grade forms, cancel courses, apply for deferrals/extensions). The platform will also be accessible to Assessors to submit their Assessor Report forms for the courses they are assessing.

Fig 5.31: CELTA Appian User guidelines handbook, (2022, p.1)

The following screenshot is from the CELTA Appian User Guidelines handbook, and it shows the home page of the Appian portal.

Fig 5.32: CELTA Appian User guidelines home page

Course timetable document is another reference which is used by tutors and candidates regularly during the course. Centre managers are responsible for course timetabling and the course timetable is the official document that participants refer to plan their time and activities. Each course timetable needed to be proposed by centres and confirmed by Cambridge English in advance and has a unique course code. Tutors and candidates refer to the course timetable to check the details of the course such as the weekly procedures and assignment deadlines. Appendix 52 is a screenshot of a CELTA course timetable heading to indicate the particularities of a CELTA course.

5.5.3.2 Tools to understand Cambridge English regulations

The second cluster of tools is used by centre managers as references. Managers need to make sure that they meet the Cambridge English regulations and follow their procedures to run courses and support all participants in their operations. The following is a cluster of these references which managers refer to design and run CELTA courses:

- Cambridge English Support Site
- Cambridge CELTA handbooks and documents
- Essential Apps

The Cambridge Support site is the official Cambridge resources website for managers and tutors to use for different purposes to keep the standards of

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practice during the course. In the Support site managers can find all course documents and resources in case they need any clarification or need to follow up with an issue. The website is being updated regularly by the Cambridge English team and only tutors and managers have access to these documents. As I explored the website, I realised that it is very useful to have access to all relevant documents, materials and updates in one place. Fig 5.33 is a screenshot of the Cambridge English Support Site.
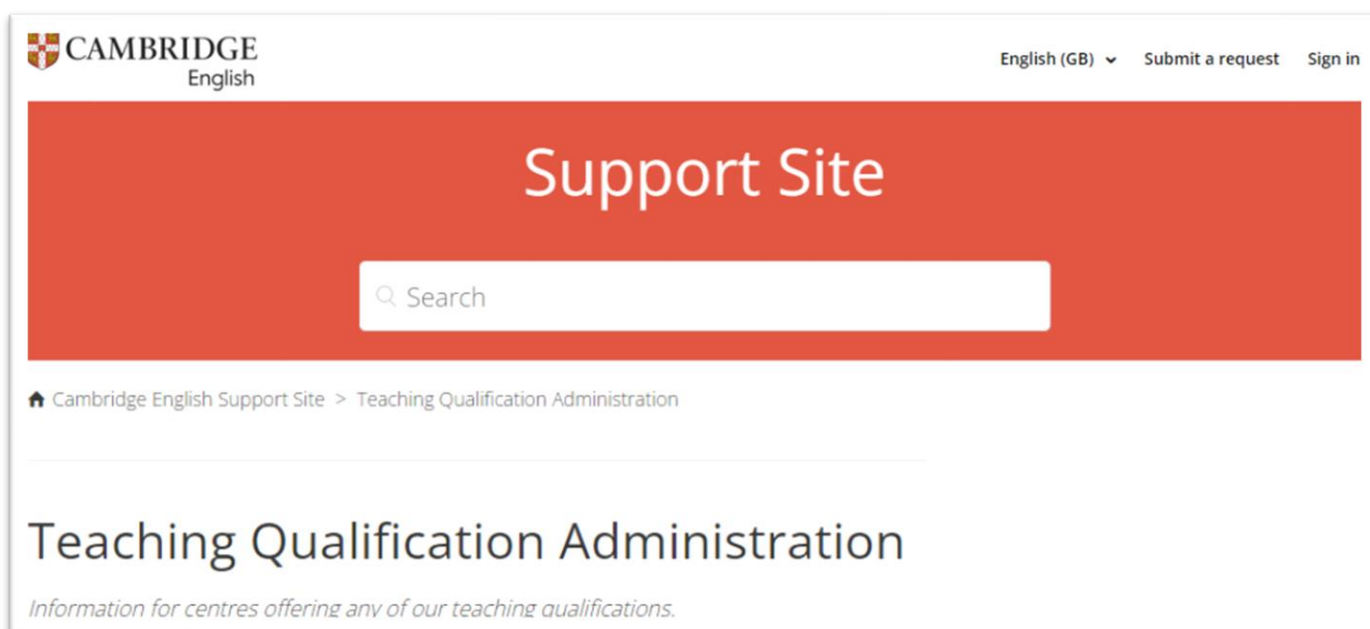
Fig 5.33: Cambridge English Support Site

As I mentioned in the pedagogical support activity, *Cambridge CELTA handbooks and documents* are used by tutors and managers to keep standards of practice.

Managers need to have access to relevant standards and documents for various purposes. Cambridge has published some handbooks and updated them regularly to help managers, tutors and the admin team run the courses properly. The list of these handbooks and documents has been mentioned in section 5.4.3.2.

Essential Apps such as Microsoft Office Word and Excel and Google Apps such as Docs and Forms are used by managers on various occasions. Managers need to use these essential Apps to prepare their required documents and

reports for Cambridge English and course participants. One example of such a document is the tutors' pay slips which were prepared by Google Docs during the course I observed.

5.5.3.3 Tools to communicate requirements to participants

Since CELTA Online courses were delivered online, managers needed to have access to proper communication channels with all participants. The following are these communication tools:

- Emails
- WhatsApp
- Cambridge CELTA platform

During the course that I observed, *emails* were the formal communication tool between the managers and course participants. Managers sent weekly reminders to all candidates to remind them of their weekly workload. Managers also used emails to communicate with tutors for various purposes such as course allocations, changes in the timetable or any updates.

In addition to emails, *WhatsApp* was used regularly by managers for informal and immediate communications with tutors about course requirements related issues. WhatsApp was used much more than emails when managers needed immediate responses from tutors. Tutors also used WhatsApp to communicate with managers in case they needed immediate support. Fig 5.34 is a screenshot of a WhatsApp message sent by a manager to tutors to arrange a meeting to discuss some regulations:
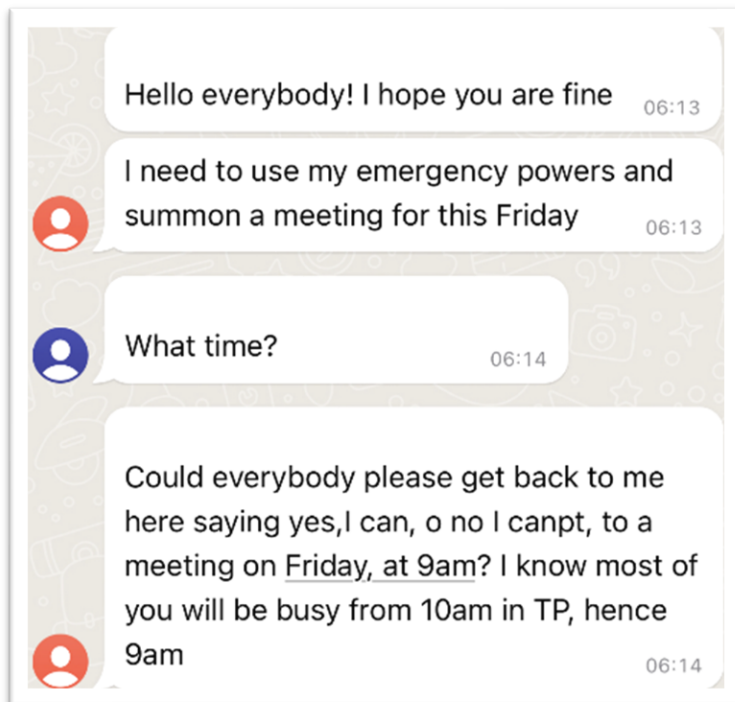
Fig 5.34: A WhatsApp message sent by a manager to tutors

Cambridge CELTA platform has an announcements tool which can be used by managers to announce important news and updates. There is a screenshot of this tool in Appendix 43. As I mentioned in the previous activity, during the course I observed, announcements tools were not used. Managers believed emails were more appropriate for communication than CELTA platform tools.

5.5.4 Community and Division of Labour

Community and Division of Labour in the pedagogical support activity system share the same principles so I analyse them together. The analysis of the Community and Division of Labour in the administrative support activity system is based on how different participants helped the subject achieve the object. I have identified seven layers of the community in this system to analyse. Fig 5.35 shows a summary of various people involved in the administrative support activity system.
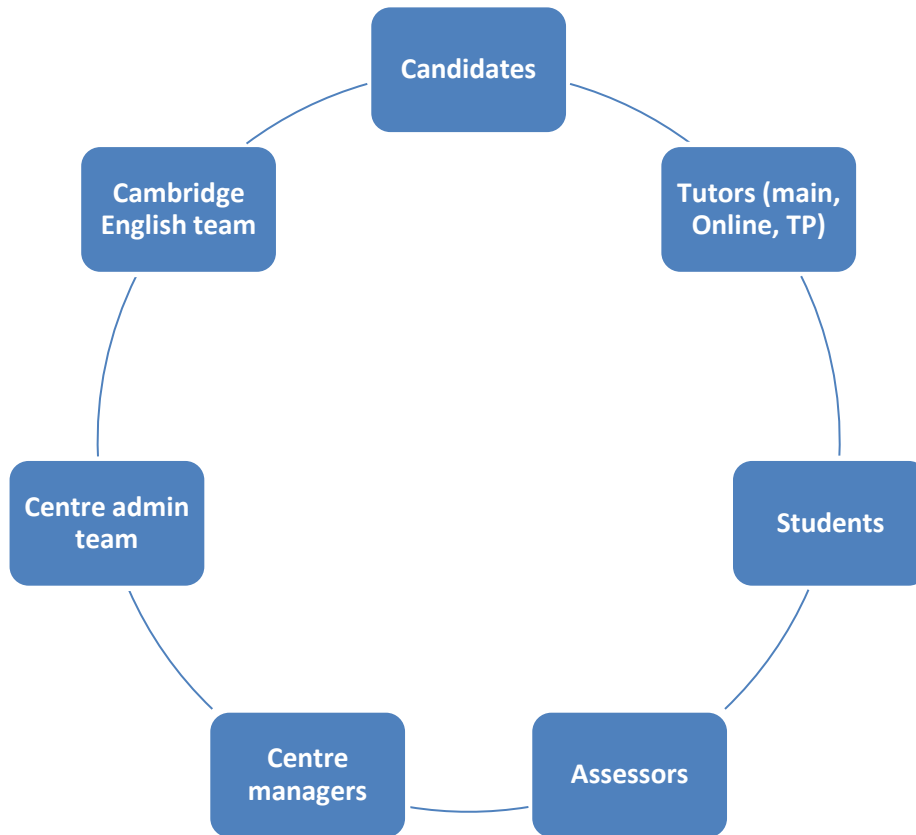
Fig 5.35: Summary of community layers

Fig 5.36 indicates the division of labour for different layers of the community. Different layers have different responsibilities, but they all directly or indirectly support candidates to achieve their object. In this activity system, I believe it is important to have a picture of how different participants work with the managers to help them achieve their object. To indicate the relationships between participants, I have categorised different layers of the division of labour based on how closely or casually different participants work with managers in this activity. Participants who closely work with tutors have stronger roles in the system and are in a better position for any change in the system. Fig 5.36 indicates how close or casual the layers of the division of labour are.

candidates participate in the course

Cambridge English team support school managers assessors and tutors

tutors train candidates, evaluate their work and work with other tutors

centre admins promote marketing and communicate with candidates for admin work

students attend the lessons and create a class to learn English

centre managers support all

assessors evaluate the course

- Casually work with managers

Closely work with managers

Fig 5.36: A summary of the Division of Labour and their relationship

Centre managers closely work with centre admins, the Cambridge English team and tutors and casually work with assessors, candidates and students.

The analysis of the community and division of labour is similar to the previous activity systems and based on the expertise and skills different layers had brought to the activity. For this activity, I have also highlighted how closely or casually participants work with managers and how their degrees of authority might influence the system. Fig 5.37 below shows the layers' expertise and skills and their degrees of authority and how closely and casually they work with managers in the administrative support activity system.
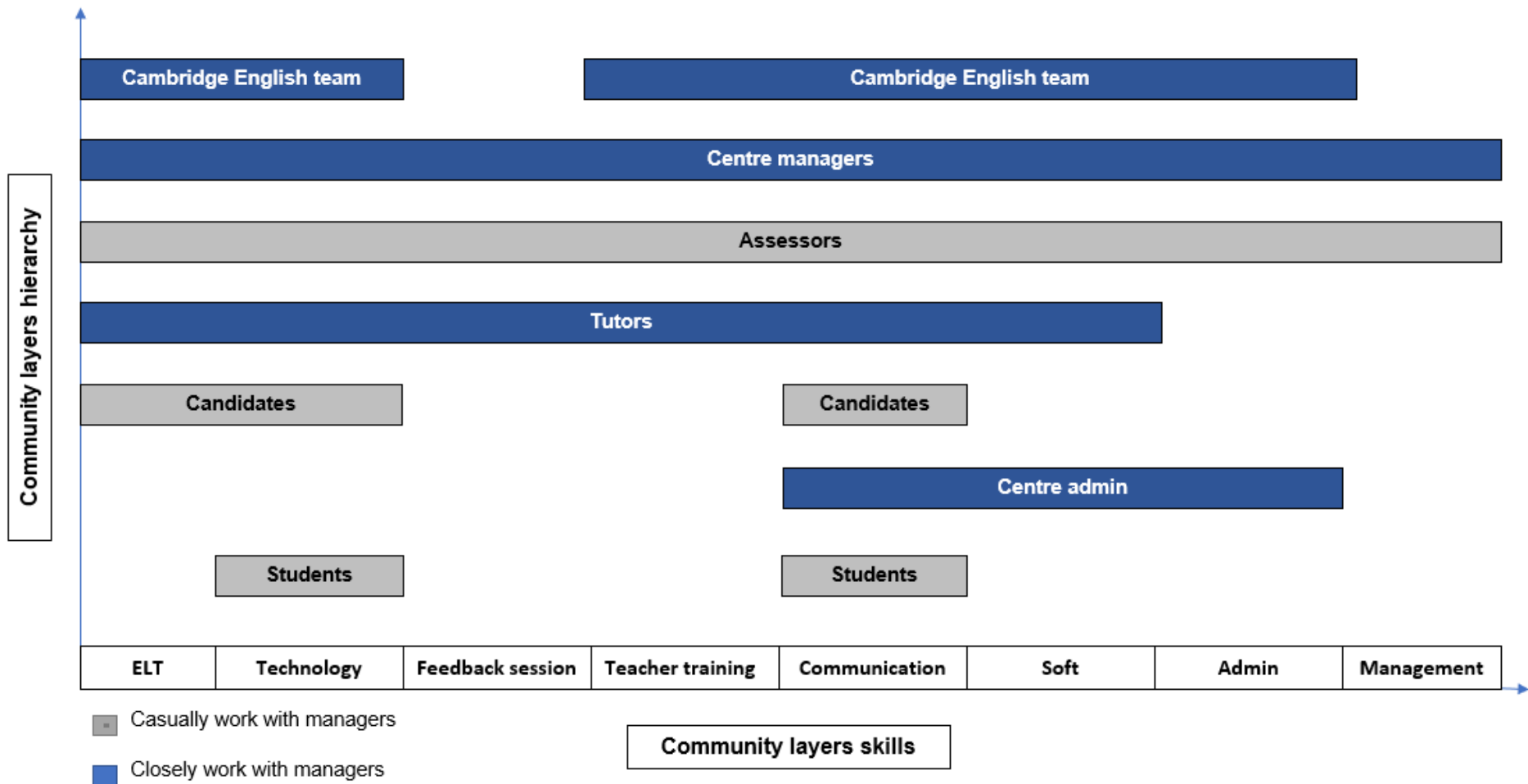
Fig 5.37: Community layers' hierarchy and skills in administrative support activity system

5.5.4.1 Cambridge English team

As it is indicated in Fig 5.37 the Cambridge English team in this activity has the highest rank in the division of labour and is positioned first. The Cambridge English team in the administrative support activity system has the responsibility of directly working with centre managers and supporting centres to run CELTA courses. The Cambridge English team does this responsibility by establishing regulations, dealing with complaints and issuing certificates.

Among all aspects of support that Cambridge English has offered to centres, the following procedures are directly related to centre managers. The details of these procedures are in the CELTA Administration Handbook, 2023 edition.

- Course requirements and staffing
- Support for running CELTA courses
- Centre obligations
- Administrative timetable for centres
- Procedure for course assessment
- Cambridge appeals procedure

5.5.4.2 Centre managers

Centre managers are positioned second in the division of labour as indicated in Fig 5.37. Centre managers have the highest rank in the centres and all decisions in centres are being made by the managers. All participants can directly or indirectly be in contact with centre managers to resolve their issues and seek clarification. Centre managers are in a good position and authority to deal with issues internally and as I observed they can usually resolve all the issues and they rarely refer any issue to the Cambridge English team.

Here is a note from my observation notes about an example of an issue a candidate had with the centre admin and the way had been treated unfairly:

One of the candidates today was not happy with the way he had been treated during his registration and the course. He mentioned he had to wait for a long time to receive responses from the admin team. He also mentioned he was not happy with the quality of the service he had received from the centre. He mentioned he was about to write a complaint letter to the centre manager about all the issues he had had.

5.5.4.3 Assessors

Although assessors do not closely work with managers, they have a critical role in the administrative support activity system. After the centre managers they have the highest rank in the CELTA operations and their decisions about the quality of running each course affect the centre operations. Assessors assess each course by observing the lessons, discussing with tutors and candidates and directly reporting to the Cambridge English team. Assessors then provide some recommendations for all and verify the course and send their report to Cambridge to certify the candidates. For this assessors' authority, centre managers do their best to provide everything for the assessors' visit and course evaluation. Centre managers are responsible for providing all the required documents that assessors might need. There is also a section in the Cambridge CELTA portal for assessors to have access to some relevant course documents during their course assessments. Centre managers are responsible to update the documents in this section for the assessor. Fig 5.38 indicates the Assessors Resources section in the Cambridge CELTA portal.
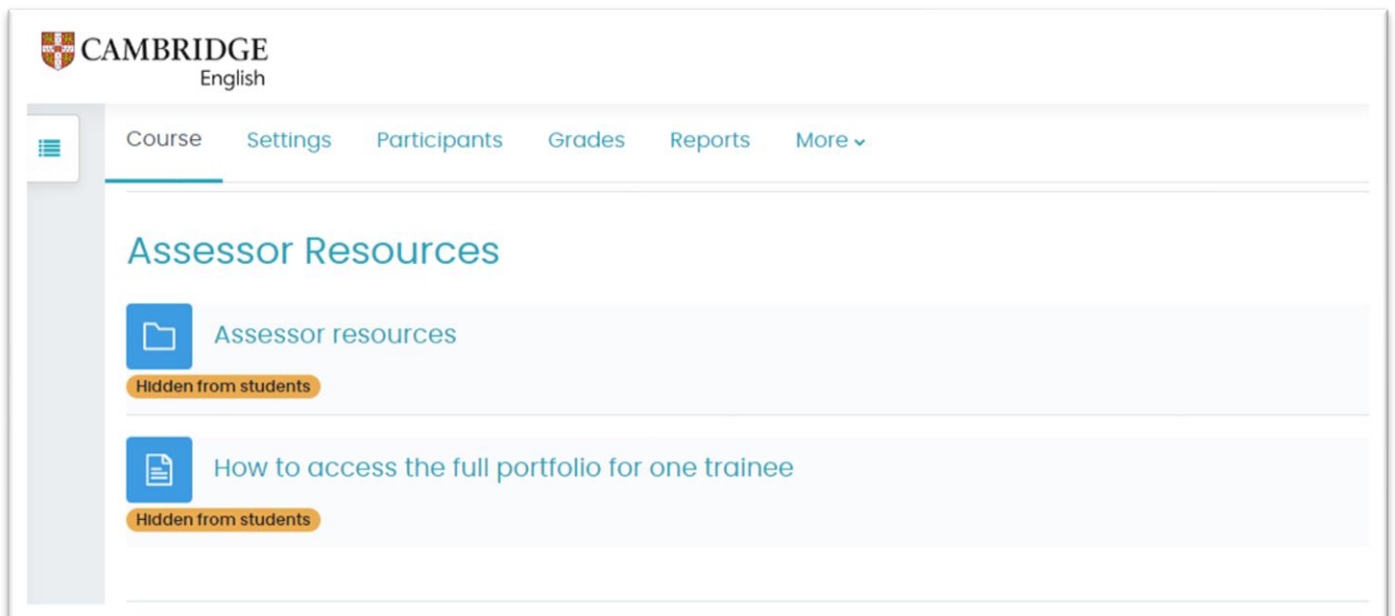
Fig 5.38: Assessors Resources on Cambridge CELTA portal

5.5.4.4 Tutors

Tutors are positioned fourth in the division of labour in Fig 5.37 and work closely with managers. The managers need to work with tutors closely because most of the course requirements are expected to be implemented by tutors and it is because tutors directly work with the candidates. Tutors in this activity system have a mediating role between managers and candidates. Tutors usually communicate with managers for any issues and clarification about the course. The relationship between tutors and managers is quite strong as they need to work closely together during the course. Course tutors are the first contact for candidates, centre managers and assessors if they need any clarification about the practical aspects of the course. I managed to observe during the course that managers fully support tutors when tutors need to make some decisions about candidates, or they need to change some aspects of the course. On one occasion a course tutor complained about one candidate's progress and one of the centre managers fully supported the tutor and sent an email to remind the candidate that they needed to follow the tutor's advice if they wanted to complete the course.

5.5.4.5 Candidates and students

Candidates are positioned fifth in the division of labour in Fig 5.37. Their details have been mentioned in (section 5.3.4.5).

Candidates do not work closely with the managers as they are in direct contact with their tutors but occasionally during the course I observed, they sent emails to the managers for clarification about their issues which were mainly related to the admin part of the course. During the course, I observed no candidate met managers and all communications were in the form of emails. Managers also preferred to involve tutors with candidates' issues if they were relevant.

Students are positioned last in Fig 5.37. Managers never work with students during the courses. Students have a very critical role in CELTA operation as it is not possible for candidates to teach their lessons without having students in classes. Students in the course that I observed attend classes for free and their attendance was voluntary. Students occasionally contacted tutors to ask questions about some classes or seek some advice but in general, there were no special occasions for students to contact managers or complain about any issues.

5.5.4.6 Centre admin team

The centre admin team work closely with managers before, during and after courses. In this activity, managers work closely with the admin team about all aspects of the courses such as marketing, finance, students' recruitments and dealing with complaints etc. Centre managers play a mediating role between the admin team and tutors as I did not see any form of interaction or communication between the admin team and the course tutors during the course. Managers need to work closely with the admin team as the team directly deals with the marketing and financial aspects of the course. As I was told by a manager in a meeting, managers never decide about the course fees without consulting the admin team and the team should be quite happy with any increase in fees.

5.5.5 Rules

I have identified the following rules in the administrative support activity system during my observations and document analysis. It seems that some of these rules are more explicit as there are clear guidelines, documents and handbooks for them such as Cambridge English rules for centres, and some other rules are more tacit and managers are required to follow them but without clear instructions and guidelines such as common sense rules. I have categorised the rules based on how relatively explicit or tacit they are into the following groups:

1. Cambridge rules for centres
2. Common sense rules

Fig 5.39 indicates relatively the extent to which these various rules are tacit or explicit.
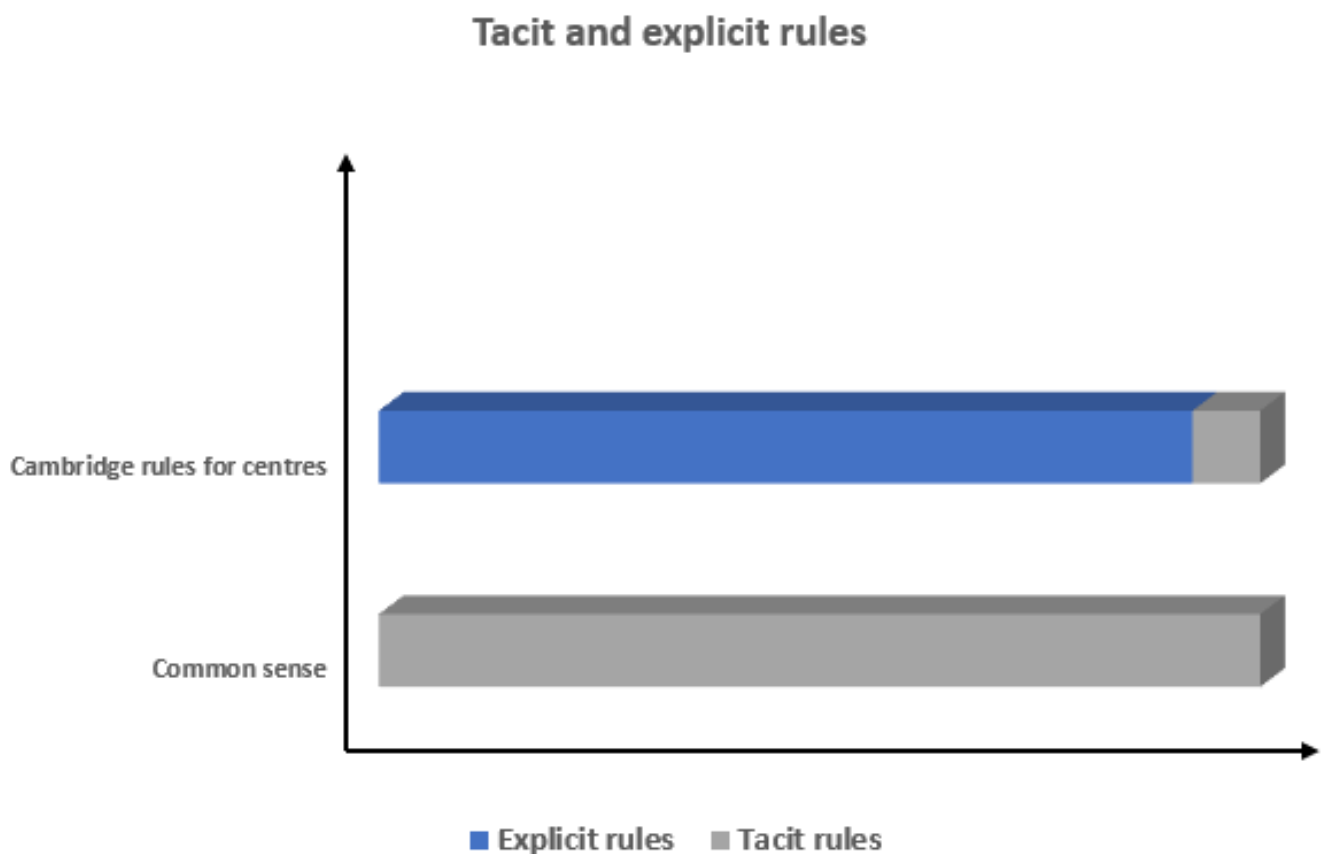
Fig 5.39: Administrative support activity system tacit and explicit rules

5.5.5.1 Cambridge rules for centres

Rules for centres, procedures and administration regulations are also considered as required rules that are expected to be followed by centres during the course. These rules are explicit rules which are available in Cambridge administrative handbooks and the support website. There are a range of different regulations for the centres to follow. Among these, I can mention the rules for recruitment and selection criteria, the centre's policy and procedure for dealing with complaints and the centre's responsibility to properly support the candidates during the course. Although rules in this category are explicit, I could identify a few tacit rules such as following the updated procedures and Cambridge announcements which are accessible on the Cambridge support website. Appendix 53 is a complete list of centres' rules and regulations which is available in the CELTA 5 document.

5.5.5.2 Common sense rules

The second group of rules is about some implicit common sense rules which are expected to be followed by managers and are not explicitly written in course documents such as general netiquette, respecting others in group work activities, being patient with participants, having proper time management, having managerial skills and having supportive manners. As I observed the course, I did not see any occasion that managers violated these common-sense rules. The centre managers are expected by all participants to have such skills and follow the rules appropriately as their business depends on running the operation smoothly.

5.5.6 Primary contradictions

As I mentioned in the theoretical framework chapter, the following contradictions categories are based on Engeström (1987) framework which categorised contradictions into four levels. Four levels of contradictions have been used for this study. I will discuss primary, secondary and tertiary contradictions together with the discussion of each activity system in each

section. The reason for this category is that the focus of the primary, secondary and tertiary contradictions is limited to one activity system and discussing their contradictions in the same section will give a clear picture of the system and complement the overall discussion of the activity system. In this section, I will discuss the primary contradictions in the administrative support activity system. The discussion of each contradiction below will be based on how important the contradiction is and how much it was felt by the participants and also what kind of changes are being driven by people experiencing the contradiction as an early indication of a change in the system. Fig 5.40 indicates the primary contradiction that I have identified in the administrative support activity system.
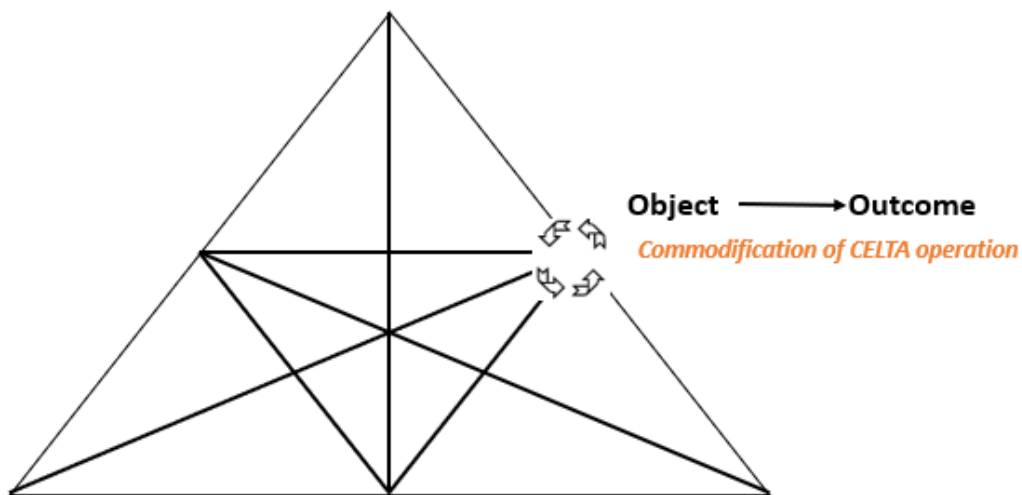
Fig 5.40: Commodification of CELTA operation primary contradiction

5.5.6.1 The commodification of CELTA operation

This primary contradiction here is within the object and outcome of the administrative support activity. The contradiction is between the use-value which is managers should keep the Cambridge standards when supporting participants and running the courses and the exchange-value which is managers need to take care of their business. The object of the managers in this activity is to run CELTA operation based on Cambridge regulations and support all participants but as I observed the course, there are some situations that managers needed to make some decisions which were against Cambridge regulations. One very common situation that happened a few times during the

course I observed was the number of students in each lesson which was below 5. Based on the Cambridge regulations, it is necessary to have at least 5 students in each lesson and classes with fewer than 5 were not considered standards but I could see that managers had to let tutors run lessons with fewer than 5 students mainly because it was difficult to recruit students even if the classes were free for students. Here is the Cambridge guideline for students' numbers for each assessed lesson:

> … centres should ensure that all candidates have a majority of lessons with more than five students. (Cambridge CELTA Administration Handbook, 2023 edition, p: 25)

I also observed a meeting in which a course assessor raised this issue and highlighted that students' numbers should be considered by managers for their future courses but it was a constant issue and some tutors had to observe classes with fewer than 5 students.

Here is a comment from Manager 2 about the students' number for assessed lessons:

> *Manager 2 (44 years old): The biggest problem would be the consistency of teaching practice students. As we offer free English classes to these students' attendance can sometimes be an issue. We have many dedicated and consistent learners, but recruiting and maintaining a pool of learners can be challenging.*

Here are two WhatsApp screenshots of two occasions tutors asked managers to help them with students' numbers in their assessed lessons:
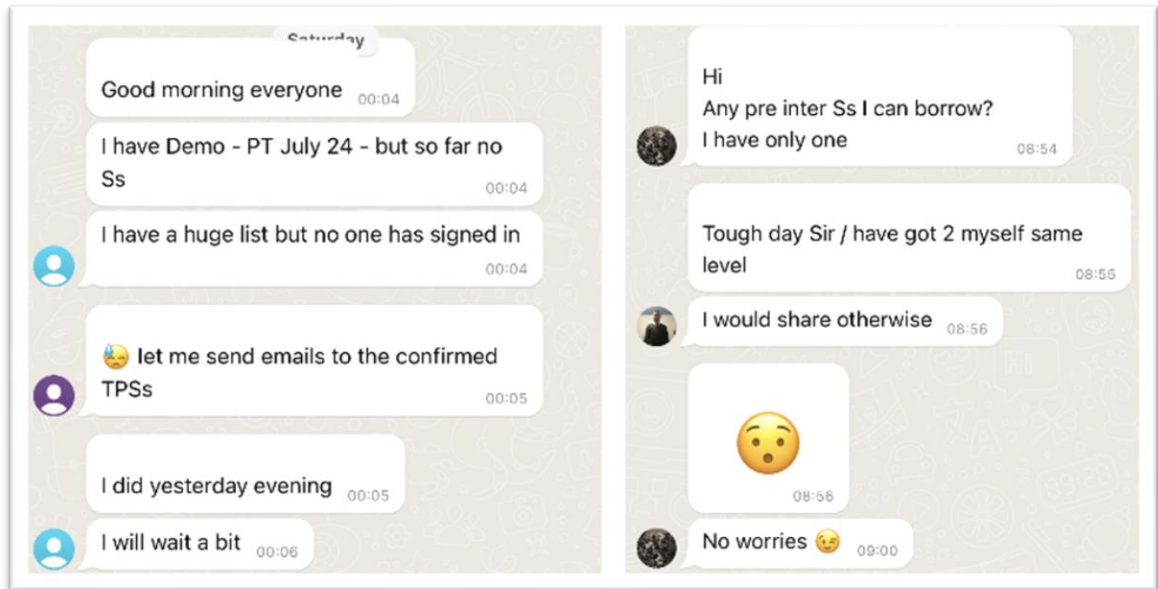
Fig 5.41: Tutors & Managers WhatsApp screenshots

Pedagogically this issue is important because candidates need to have the experience of having a class with 5 students to be able to learn some teaching techniques in their lessons such as some pair/group work activities which are only available with a number of students. Candidates in classes with fewer than 5 students did not have equal opportunities to teach their lessons based on their plans appropriately.

Candidates and tutors had different reactions to this contradiction and tried to resolve the issue as much as possible. They usually were sending several email reminders to students to encourage them to attend classes. They also tried to delay classes to have more students in their classes. In some other lessons, I could see that they tried to borrow students from other groups if they had some extra students. In addition to all these strategies, candidates had to teach some lessons with fewer than 5 students.

5.5.7 Secondary contradictions

I have identified the secondary contradiction below based on its relation with the this activity system object and also based on on my observation notes, documents analysis and interview discussions with the centre managers. The findings illuminate contradiction rooted in the relationship between Tools and

Rules. Fig 5.42 indicates the secondary contradiction identified in the administrative support activity system.
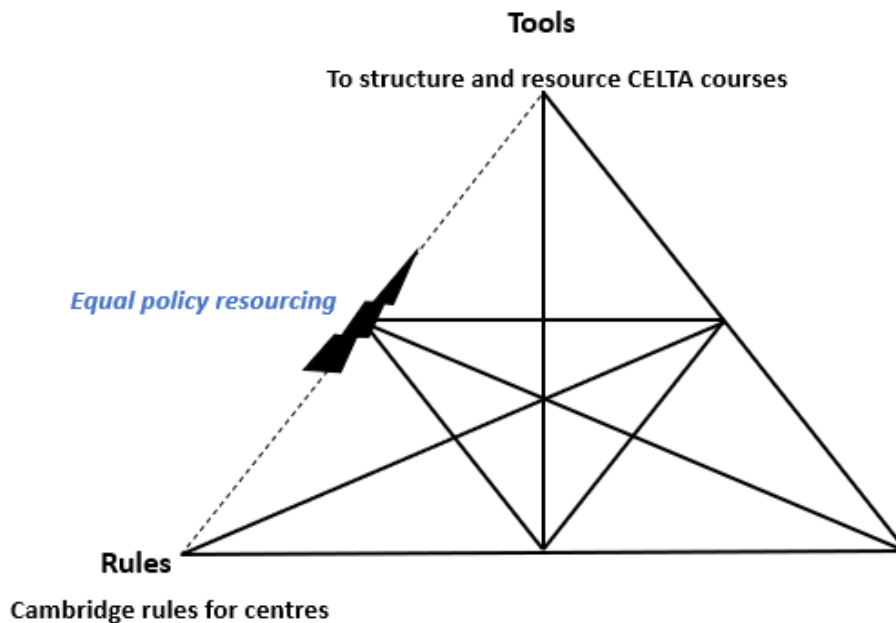
Fig 5.42: Equal policy resourcing secondary contradiction

5.5.7.1 Equal policy resourcing

This contradiction is between the Tools; *to structure and resource CELTA courses* and the Rules; *Cambridge rules for centres*. According to Cambridge equal policy, centres are responsible for respecting the policy and creating equal opportunities for all.

The following extracts are from Cambridge CELTA Administration Handbook 2023, p: 5:

> Equality statement
>
> CELTA is based on the principle of open and equal opportunity for all, irrespective of age, sex, disability, gender reassignment, marriage and civil partnership, sexual orientation, pregnancy and maternity, race, religion, and belief. This principle is promoted in all aspects of CELTA, including selection of and assessment of performance of tutors,

assessors and candidates which are based solely on professionally relevant criteria. (p. 5)

Disability discrimination

Under the terms of the UK Equality Act 2010, it is a legal requirement to make reasonable adjustments to cater for candidates with disabilities (e.g., dyslexia, dyspraxia, ADHD, visual/hearing impairment, physical disability) and we expect all of our centres to operate according to similar principles in this respect. For example, we expect our centres to make appropriate provision to enable physically disabled candidates to access premises and course materials. (p. 5)

The contradiction here is the centre I observed did not have an expert or any plans or policy to provide special adjustments to cater for candidates with disabilities. In one case I observed there was an autistic candidate who did not mention his condition during his interview and he had been accepted to start the course. In the early stages of the course, the course tutor realised he could not catch up with other candidates and showed some typical behaviour, so he raised the issue with the management. They contacted the candidate's family and figured out that he was autistic. He later dropped the course because he was under extreme stress and was recommended by his doctor not to continue the course as his symptoms deteriorated. Considering this issue we found that people with such disabilities are not willing to mention their disabilities during the interview session and this causes a lot of issues for all during the course. Candidates do not express or claim any mental issues such as ADHD, autism and depression and there is no way to identify these issues at the interview.

Here is the candidate's mother's response to informing the centre of his son's mental issue during the course I observed:

> *Good morning, I want to notify you by this means of the withdrawal of my son. He has an Asperger's diagnosis, and, in these weeks, he has gone through a difficult period of stress and anxiety, we believe that the pace of the classes is not the most appropriate for him. I appreciate your*

attention and if you can tell me if there is any protocol to unsubscribe or simply with the notification? (Translated by Google Translate from Spanish)

These issues cause problems for other candidates in the group too. Some side effects of candidates with ADHD or those under the effects of the medication they take could be the fact that they cannot control their speaking, they do not try to take turns in speaking, they do not care about others in class etc.

Although during the course that I observed there was only one special case who needed extra arrangements, based on Cambridge equal policy, centres are expected to prepare appropriate arrangements for candidates with special needs. Without such support from the centres, the candidates with special needs and other candidates in a course would be affected negatively.

5.5.8 CELTA Online administrative support activity system and its contradictions diagram

In this section of Chapter five, I analysed and presented the details of the CELTA Online course administrative support activity system and the analysis of its primary and secondary contradictions based on the seven components of the activity theory. My data set did not allow me to identify any tertiary contradiction in this activity. In Fig 5.43 I have combined the administrative support activity system and its contradictions diagrams to present a clear picture of this activity system and its contradictions in one diagram. The seven elements of this activity system have been highlighted in the diagram. In addition to the elements, I have added the primary and secondary contradictions to the diagram. The primary contradictions have been highlighted by number 1 and in brown colour and the secondary contradictions have been highlighted by number 2 and in blue colour.

Tools

❷ *To structure and resource CELTA courses*
To understand Cambridge English regulations
To communicate requirements to participants

Subject

Centre managers team

❷ *Equal policy resourcing*

Object ⟶ **Outcome**

To manage CELTA courses   To ensure successful course completion

❶ *Commodification of CELTA operation*

Rules

❷ *Cambridge rules for centres*

Common sense rules

❶ *Primary contradictions*
❷ *Secondary contradictions*

Community

Cambridge English team

Centre managers

Assessors

Tutors

Candidates

Centre admin team

Students

Division of Labour

Cambridge English team support centres

Centre managers manage courses

Assessors evaluate courses

Tutors train and evaluate candidates

Candidates take courses

Centre admin team do admin work & marketing

Students attend lessons

Fig 5.43: Administrative support activity system and its contradictions diagram

5.6 Activity network and all contradictions

Fig 5.44 is the network of all activity systems that I have analysed and referred to in this study and their contradictions. In this diagram, I have combined all four activity systems and their identified contradictions to demonstrate a picture of all activity systems in the CELTA Online course. For each activity system, I have mentioned the subject and object. Each activity system has been highlighted by a letter:

A: Administrative support

B: Credentialised learning

C: Pedagogical support

D: Executive support

In this figure the lines indicate that the four activity systems are related. The relationships between the objects in the four activity systems have been presented in Fig 6.3: Relationships between the objects in the CELTA Online. The primary, secondary, tertiary and quaternary contradictions have been highlighted by symbols and numbers and different colours and letters in the diagram.

Contradictions:

- ↻ Primary *(brown)*
- ② Secondary *(blue)*
- ③ Tertiary *(green)*
- ④ Quaternary *(red)*

Activity systems:

- A. Administrative support
- B. Credentialised learning
- C. Pedagogical support
- D. Executive support (external)

Lines (——) show connections between activity systems.

Centre managers team — A — To manage CELTA courses

CELTA tutors — C — To support candidates complete courses successfully

(u) ④   (t) ④   D

(g) ↻   ③ (r)   ③ (s)

(k) ②   (o) ②   (c,d,e)   Credentialised learning (m) ②   (h)

(n) ②   (a)   CELTA Candidates ②

(i,j) ②   ③ (p)   (l) ②   ③ (q)

(f) ↻   NOW   THEN   NOW   (b)   THEN

(a) Commodification of CELTA operation

(b) Commodification of tutoring

(c) Commodification of learning

(d) Course delivery mode

(e) Cambridge policy on course delivery

(f) Learners' learning style

(g) Learner training

(h) Tutoring styles and preferences

(i) Opposing conceptions of teacher/student-directed learning

(j) Teachers as engineers

(k) Technology know-how & necessary tools

(l) Online tutoring training

(m) Assessment details framework

(n) Equal policy resourcing

(o) Technology transformation

(p)&(q) Community: Individual Vs collaboration practices

(r)&(s) Technology use Now & Then (Online Vs In-person CELTA)

(t) Tutors' accreditation for technology competence

(u) Teaching under stress

Fig 5.44: Activity network and all contradictions diagram

5.7 Quaternary contradictions

The discussion of the quaternary contradictions below is based on how important the contradictions are and how much they were felt by the participants and also what kind of changes are being driven by people experiencing the contradictions as an early indication of a change in the system. The two quaternary contradictions below are between *credentialised learning and administrative support and executive support activity systems.* Executive support is an external activity system driven by the Cambridge English team which I have not analysed it as one of the activity systems in this study, but I have categorised all Cambridge English regulations which they have provided clear rules for participants to follow under this activity system. Fig 5.45 shows the two quaternary contradictions I have identified in different activity systems.

(A) *Tutors' accreditation for technology competence*
(B) *Teaching under stress*
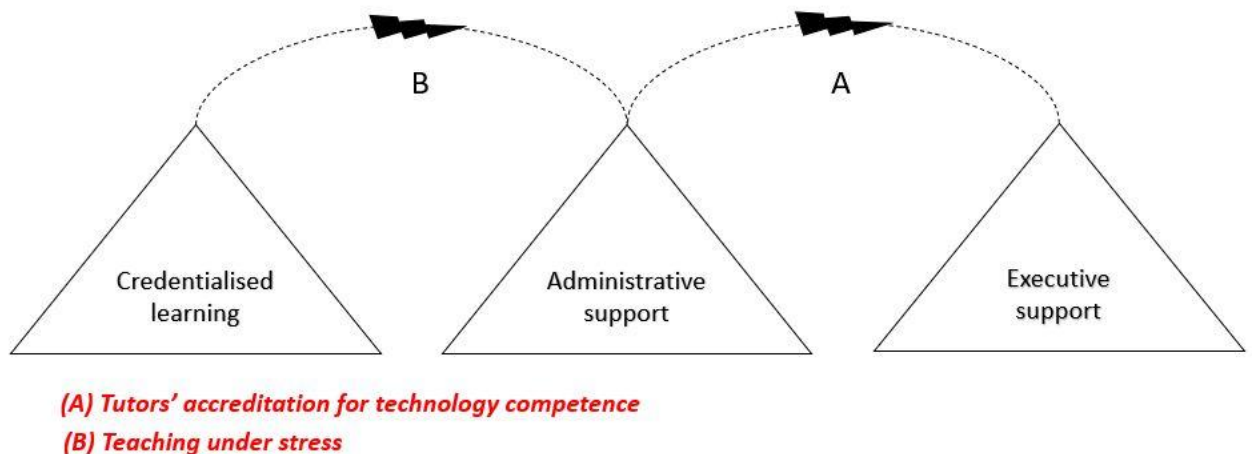
Fig 5.45: Quaternary contradictions

5.7.1 Tutors' accreditation for technology competence

The first quaternary contradiction is between the *administrative support and the executive support (external system) activity systems.* Based on Cambridge English rules for online tutors, it is the responsibility of centres to make sure their tutors have the required technology competence. The following extract is from Cambridge CELTA Administration Handbook:

> ### 3.7.2 Online tutoring experience
>
> Tutors involved in online or mixed-mode courses must all be accredited CELTA tutors and be able to provide evidence of their knowledge and experience of appropriate online teaching and/or training e.g., experience of delivering at least one online course…
>
> It is the responsibility of centres to check whether tutors are sufficiently experienced or qualified in delivering the type of course they are going to work on prior to recruitment.

Fig 5.46: Cambridge CELTA Administration Handbook (2023 edition, p:11)

It is clear from this extract that centre managers are to make sure their tutors are capable of delivering online tutoring based on Cambridge English guidelines. During an interview one of the managers mentioned that they receive no support from Cambridge English team regarding tutors' IT skills training. Here is my question and the manager's reply:

Interview question: Do you receive proper support from Cambridge to run CELTA Online courses?

Manager 1 (38 years old) reply: Some but lacking. The main element, e.g. training on IT skills for tutors was needed.

The contradiction here is the centre managers on the one hand and Cambridge English team on the other hand believe that the responsibility of training tutors for online tutoring is with the other party and not their own. The contradiction is even more complicated when there is no set of standards to evaluate tutors' technology competence. Having proper IT skills seems like a subjective concept and different people might have different opinions about it.

This contradiction is very important as tutors have a very important role in CELTA operation and their online tutoring skills affect all candidates and the

operation. Tutors and managers during the course that I observed did not respond to this issue because tutors mainly work independently, and managers do not assess their online tutoring skills. In the CELTA operation, there are no criteria based on which managers or assessors could assess tutors' online tutoring skills. As I mentioned in the previous activity system, sometimes candidates who work with two different tutors confuse about the use of technology in their teaching based on the tutors' preferences for using technology in lessons.

5.7.2 Teaching under stress

This quaternary contradiction is between *the credentialised learning and administrative support activity systems.* As discussed in the object and outcome section of the administrative support activity system (5.5.1), one important responsibility of centre managers based on Cambridge rules for centres (Appendix 49) is to consider participants' "health and safety" and if centre managers cannot meet this requirement for any reason then this might come into contradiction with the object of this activity system because in some occasions candidates have to teach under stress and have no control over the situation and their health and safety might be affected negatively. The contradiction is that teaching online sometimes can be very stressful for candidates due to some conditions that they have to teach under. During a CELTA course, candidates need to teach 8 assessed lessons and receive feedback from their tutors to develop their teaching skills. Tutors and assessors need to observe candidates and follow their responsibilities. Some of these lessons need to be recorded for future training and cross-observation purposes. During the course I observed, centre managers needed tutors to record TP4 and TP8. Teaching a lesson and being observed by a tutor is stressful enough for candidates but sometimes candidates have to deal with more stressful situations, and they receive no support from the centre to deal with the difficult situation. All these arrangements are being planned by centre managers and they are responsible for them.

I observed a lesson whose candidate was under a lot of pressure and talked to me after her lesson about the level of stress she had received:

Observation 38 – teaching under a stressful situation

Today I observed a TP8 (last lesson of the course) lesson. Tutors always record TP8 and file them for training purposes in the future. Since it was a TP8 lesson, an assessor was observing the lesson too. It was clear in the lesson that candidates were under a lot of pressure because their lesson was being recorded and two observers (a tutor and an assessor) were observing their lessons. One of the candidates after her lesson talked to me and emphasised how stressful the situation had been for her, and she had no idea of the situation before her lesson. She shared the results of a heart rate App she used during her teaching to show me how stressful the situation had been for her. The following is her comment about the lesson:

> *(Candidate 8, 34 years old): I was really stressed probably because there were many people observing me and the lesson was being recorded by my tutor. Also, teaching grammar is not easy, so I didn't feel that confident about my TP.*

Appendix 54 is a screenshot of the candidate's heart rate during the lesson: The high heart rate of 116 BPM (beats per minute) in the App indicates how stressful she had been during her lesson. As the App indicates, a normal heart rate is between 57 to 64 BPM.

This contradiction is very important as it is related to people's health and might have some negative consequences for some people. The procedure that tutors and assessors need to go through based on the course requirements and assess lessons sometimes causes unforeseen issues. Although all TP8 lessons are not being assessed by an assessor, it is a common practice to record the last lesson of the course. It is also important to mention that not all candidates have any opportunities to speak about the level of stress they might have experienced in similar situations and this case might be a clear example of an important contradiction.

Candidates, tutors and assessors could not do anything to respond to this issue during the lesson and were not responsible for planning this situation. It was the responsibility of the centre managers to plan the structure of these lessons.

5.8 Conclusion

In this chapter, I discussed and presented the findings of this study. I presented the details of the credentialised learning, pedagogical support and administrative support activity systems and the relationships between them. While analysing the data, I found one external activity system whose object was to provide executive support for all course participants and centres. The reason for this categorisation was that although these four objects were related, they were not the same and the activity systems pursuing each object were also distinct in important ways. I discussed the details of each activity system in detail based on each element of the activity system and supported the discussions with diagrams. After that, I discussed the contradictions that I found in each activity system and categorised them into three levels of primary, secondary and tertiary contradictions and supported them by providing some diagrams. The discussion of each contradiction was based on how important the contradiction was and how much it was felt by the participants and also what kind of changes were being driven by people experiencing the contradiction as an early indication of a change in the system. I finished the discussion in this chapter by discussing the quaternary contradictions which were between credentialised learning and administrative support and executive support activity systems. In this chapter I presented the key findings of my analysis of data and in the next chapter I will draw together those findings and emphasis how they contribute to the literature.

Chapter 6: Discussion

6.1 Introduction

In Chapter five I analysed and presented the findings of this study. The function of this chapter is to discuss the findings that I have presented in the previous chapter. The overall structure of the chapter will be as follows:

In section 6.2, I will bring a synthesis of the findings to create an overview of the most important findings of this study.

In section 6.3 I will discuss my contributions and their values for the literature I reviewed, and I will map them with the identified themes I have highlighted in Chapter two. In this chapter I use the following phrases with these meanings:

- Teacher training/teacher training course: short course training such as CELTA
- Teacher education/teacher education course: long course training such as a master's degree
- Teacher training programme: any training course in general regardless of their duration

6.2 Synthesis of findings

In Chapter five, I analysed and presented the findings of this study based on the seven components of the activity theory. The overall aim of this thesis was to explore the provision and experience of an accredited online programme for English language teacher training. I used activity theory to analyse the activity systems of the CELTA Online course and their contradictions. The analysis of the data revealed that there are three internal and one external activity systems in the CELTA Online course which needed to be analysed systematically in this study to find the systems' contradictions and the answers to the research questions. I have found 21 contradictions in total in all four activity systems. The synthesis I am going to present below responds to this aim. Fig 6.1 is the

network of all activity systems and their contradictions that I have analysed and referred to in this study.

Contradictions:

↻ Primary
② Secondary
③ Tertiary
④ Quaternary

Activity systems:

A. Administrative support
B. Credentialised learning
C. Pedagogical support
D. Executive support (external)

Lines (——) show connections between activity systems.

Centre managers team — A — To manage CELTA courses

CELTA Candidates — B — Credentialised learning

CELTA tutors — C — To support candidates complete courses successfully

(a) Commodification of CELTA operation
(b) Commodification of tutoring
(c) Commodification of learning
(d) Course delivery mode
(e) Cambridge policy on course delivery
(f) Learners' learning style
(g) Learner training
(h) Tutoring styles and preferences

(i) Opposing conceptions of teacher/student-directed learning
(j) Teachers as engineers
(k) Technology know-how & necessary tools
(l) Online tutoring training
(m) Assessment details framework
(n) Equal policy resourcing
(o) Technology transformation

(p)&(q) Community: Individual Vs collaboration practices
(r)&(s) Technology use Now & Then (Online Vs In-person CELTA)
(t) Tutors' accreditation for technology competence
(u) Teaching under stress

Fig 6.1: Activity network and all contradictions diagram

Below I will synthesise the most important findings that I have analysed in detail in Chapter five. The criteria for what is important to present here are based on my main research questions below:

- What are the systemic relationships that frame the delivery and experience of a large-scale online language teacher training programme?
- What contradictions do CELTA Online course participants regularly confront during their course?

Here are the four activity systems as the units of analysis in this study based on their objects which I analysed in detail in Chapter five:

- *Credentialised learning:* An internal activity system whose object is for candidates to obtain a CELTA certificate.
- *Pedagogical support:* An internal activity system whose object is to provide pedagogical support and development for candidates during the course.
- *Administrative support:* An internal activity system whose object is to provide managerial and administrative support for tutors, candidates, admin staff and students to run CELTA courses.
- *Executive support:* An external activity system whose object is to make all executive decisions and provide regulations and support for all participants in all centres globally.

Fig 6.2 indicates the four activity systems in CELTA Online courses and their objects and subjects.
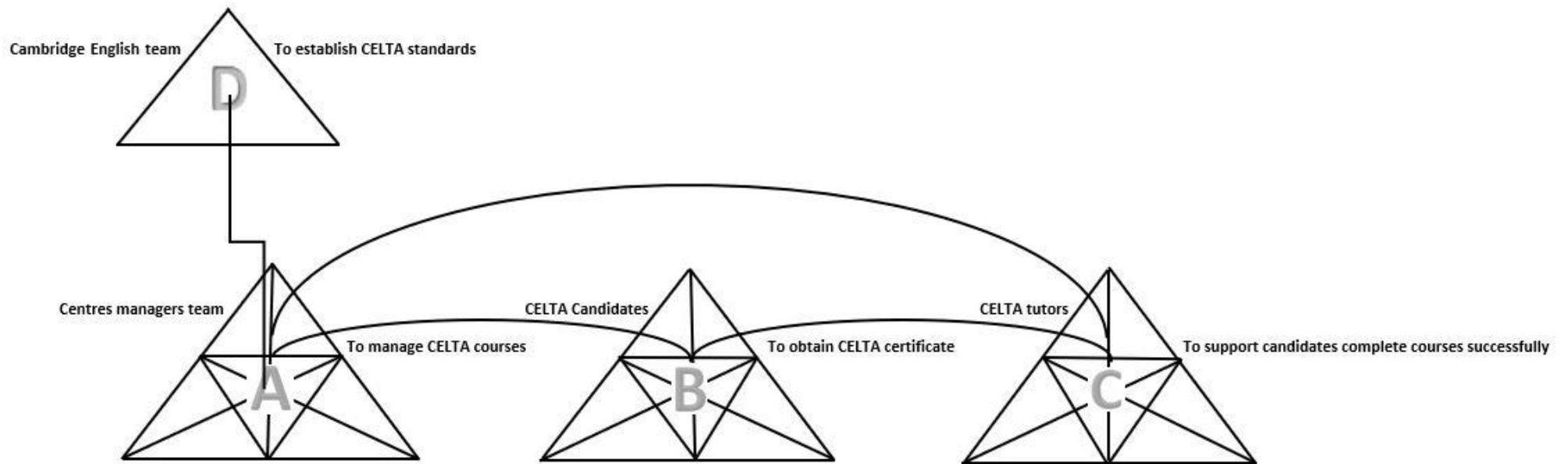
Activity systems:

A. Administrative support
B. Credentialised learning
C. Pedagogical support
D. Executive support (external)

Lines (——) show connections between activity systems.

Fig 6.2: CELTA Online courses four activity systems and their objects and subjects

The analysis of these four activity systems revealed that although these four objects are related, they are not the same and each activity system is distinct and includes important features. To understand the differences between the activity systems, I have synthesis each activity system components and contradictions separately. This synthesis will be used to map the following contributions to their respective gaps in the literature.

Fig 6.3 indicates the relationships between the four objects and highlights the common object in the CELTA Online programme.
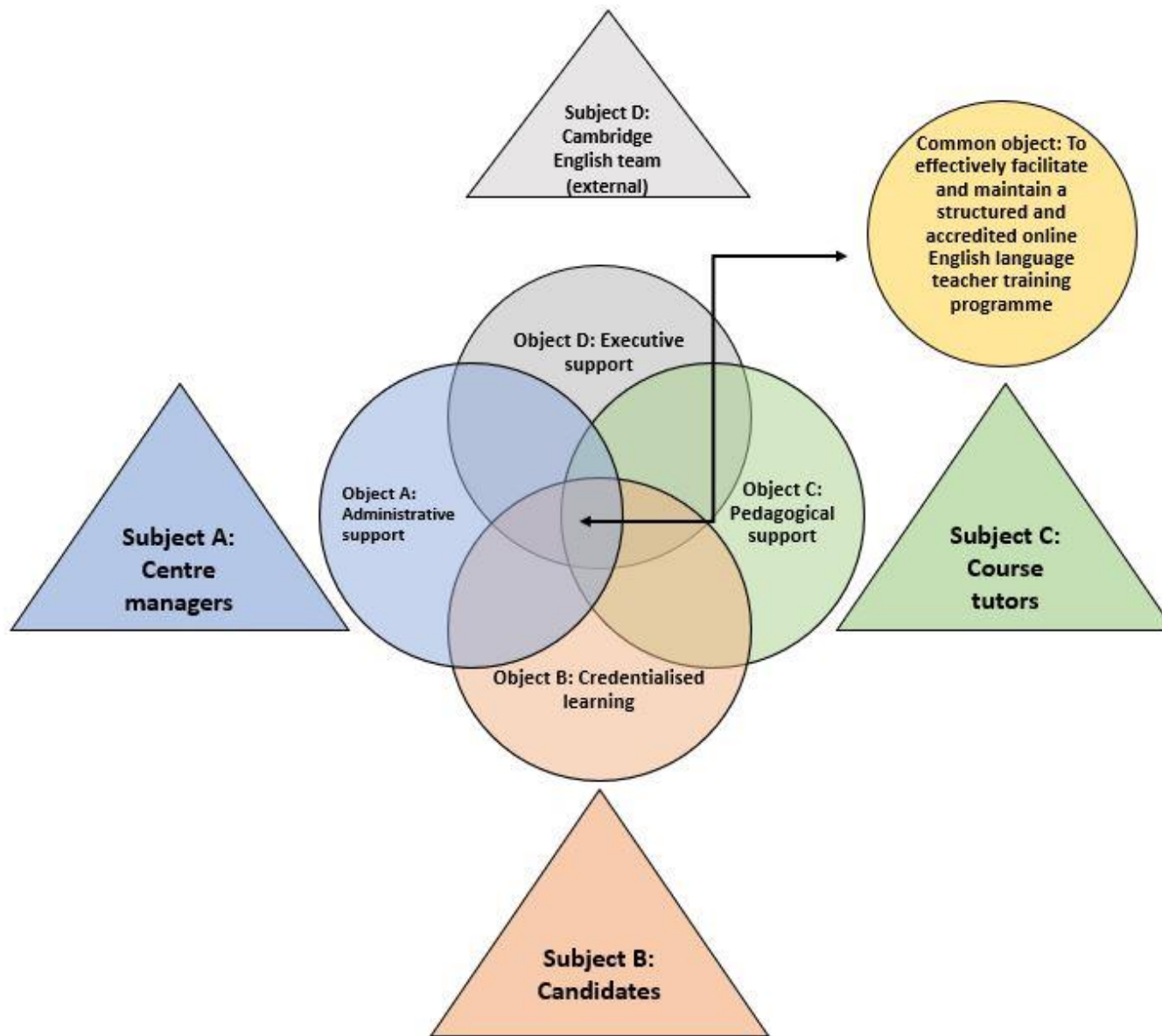
Fig 6.3: Relationships between the objects in the CELTA Online

To achieve the structural experience of the CELTA Online course, I identified a common object between all four activity systems objects. The common object sits at the intersection of the four activity systems. The four objects have resulted in four activity systems and since all objects are valid, they are related and overlap but, they are not exactly the same. The common object of all four objects is: *To effectively facilitate and maintain a structured and accredited online English language teacher training programme*.

The relationships between the four activity systems are not direct to identify. All four objects are necessary at different levels to facilitate the CELTA Online course and maintain its recognition worldwide and over time. The credentialised learning object is necessary to motivate people all around the world to participate in the course. It would be difficult to encourage people to participate in a teacher training course and develop their teaching skills without receiving a credential which is recognised in the market so the credentialised learning object plays an important role in the CELTA programme. The pedagogical support object is in place to support candidates during the course to complete the course successfully otherwise they might fail, and this will have a negative impact on the reputation of the course and as a result, people might not attend the course in the future anymore and the operation will fail in a long run. The administrative support object is to make sure that the programme works effectively based on the regulations and that all course participants receive support to do their responsibilities properly in a structured way. This object is in line with other objects and necessary for running the course effectively. The executive support object has also an important role in the programmes which is to maintain the standards of the CELTA course to keep the reputation of the qualifications around the world and facilitate the operation to make sure that the CELTA course will continue over time.

Some of the people involved in the CELTA course play different roles in different activity systems for example centre managers sometimes tutor candidates and act as course tutors or course tutors sometimes act as admin staff and run promotional workshops to increase the number of candidates.

There is also a contradiction within the common object of the CELTA course, and it is between the use-value of offering a useful and standard teacher training programme for people to participate and the exchange-value of how this programme is practically possible to operate on the market. It is not possible to offer a high-standard course, but people do not participate because it is too difficult to successfully complete the course, so the market demand affects the way the operation is designed and run. It seems that there needs to be a balance between the use-value and the exchange-value, and the exchange-value affects the use-value.

Another contradiction within the common object of the CELTA course is related to the time scale of the programme. The programme should be able to offer a course which maintainable and motivating enough for people to participate and have marketing strategies to operate successfully over time and at the same time to satisfy course participants and resolve their everyday issues properly. It seems that keeping the balance between maintaining the operation and resolving long-term issues and providing support for resolving everyday issues in the programme is a contradiction within the common object.

6.2.1 Credentialised learning activity system

The details of the CELTA Online course credentialised learning activity system have been identified and analysed. Fig 6.4 is a triangular analysis of this activity system and its identified contradictions based on seven components of activity theory (Engeström 1987).

Tools

③ *Technology use is optional*

② *A&D* **To demonstrate progress**
To demonstrate standards of practice
To understand course requirements
To keep track of own progress
① *Learner training*

Subject

③ *Socialising opportunities*

③ *Technology use is a must*

IN-PERSON COURSE (THEN)

D

Subject

② *B&C&D* *CELTA Candidates*

③ *Lack of socialising*

A

Object ——→ Outcome
Credentialised learning   To become certified teachers

B & C

Community

③ *Collaborative practices*

③ *Out of course support: Getting together*

① *Commodification of learning*
① *Course delivery mode*
① *Cambridge policy on delivery mode*

ONLINE COURSE (NOW)

A. Technology transformation
B. Opposing conceptions of teacher/student-directed learning
C. Teachers as engineers
D. Technology know-how and necessary tools

②

Rules   Community   Division of Labour

Cambridge English responsibilities   Cambridge English team   Cambridge English team support centres

② *B* *Rules for candidates*   Centre managers   Centre managers manage courses

② *A&C* *Rules for using technology*   Assessors   Assessors evaluate courses

① *Primary contradictions*

② *Secondary contradictions*

③ *Tertiary contradictions*

Common sense rules   Tutors   Tutors train and evaluate candidates

① *Learners' learning style*   Candidates   Candidates take courses

Centre admin team   Centre admin team do admin work & marketing

Students   Students attend lessons

③ **③** *Individual practices & Out of course support: Using WhatsApp*

Fig 6.4: Credentialised learning activity system and its contradictions diagram

I have synthesised some important findings of the credentialised learning system here.

The object of the credentialised learning for candidates is to obtain a CELTA certificate and to be qualified for this certificate, candidates need to have attended the course to learn the principles of teaching English and develop the required skills during the course and meet the course criteria. By receiving the CELTA certificate, candidates will ultimately gain better teaching positions. The most important finding here is that receiving a CELTA certificate implies that the candidates have developed the required teaching skills and are aware of the principles of teaching English which are necessary for English teachers and the fact that language institutions usually employ CELTA-qualified teachers for this reason. By gaining better employment, candidates would fit into the job market for language professionals.

The subject of this system were individual candidates, and the data indicated two important points about them. The first point is that almost all activities in the course were done individually and there were only a few groupwork activities identified by candidates and the second point is that different candidates had different reasons for attending the course.

The analysis of *Tools* in this system was based on how tools mediated between the subject and their object. I have identified four forms of tools' mediation in the system and categorised the cluster of tools into these mediation forms.

- Tools to demonstrate progress
- Tools to show standards of practice
- Tools to understand the course requirements
- Tools to keep track of own progress

I have identified 5 primary, 4 secondary and 2 tertiary contradictions in this activity. Fig 6.4 indicates credentialised learning activity system and its identified contradictions.

Among all the contradictions I found in this activity system, the three contradictions of *commodification of learning, technology transformation* and *technology use Now and Then (Online vs. in-person CELTA courses)* are outstanding.

The commodification of learning is a primary contradiction within the object and outcome of this activity system and between the use-value (teaching skills and principles) and the exchange-value (CELTA certification). The major benefit of the CELTA course for candidates is to develop their teaching skills and learn the principles of teaching English but candidates participate in CELTA courses to be certified as English teachers by receiving the certificate and upon receiving the certificate they are considered English teachers and are in good positions to find teaching positions. I found that the exchange value dominates the use-value and candidates would attend the course to receive a certificate and developing teaching skills became necessary only for the certification. In this activity system, the value of the certificate would be more than the value of learning teaching principles.

The secondary contradiction of *technology transformation* is between Tools; To demonstrate progress and Rules; for using technology in this activity system. The contradiction is that there is no set of standards for technology use in CELTA Online courses, but it is expected that the candidates use technology properly in their teaching. Using technology in the CELTA Online course is necessary for candidates to demonstrate their progress as it is an online course. In this activity system, there is no specific online teaching methodology for candidates to follow and tutors are supposed to use the same teaching principles as they train candidates in in-person training courses. The lack of specific standards and methods for using technology on CELTA Online courses leads to some contradictions for all participants.

Technology use Now and Then (Online vs. in-person CELTA courses) is a tertiary contradiction and it is about the way technology is used now in CELTA Online courses and the way it used to be used in in-person courses. The position of technology in online and in-person courses is not the same.

Technology before the pandemic in in-person CELTA courses used to be considered as an option to enhance teacher training, but in current online courses it is very necessary and an integrated component of the CELTA Online course. Candidates during the CELTA Online courses do not receive formal training on how to use technology properly.

6.2.2 Pedagogical support activity system

The details of the CELTA Online pedagogical support activity system have been identified and analysed. Fig 6.5 is a triangular analysis of this activity system and its identified contradictions based on seven components of activity theory (Engeström 1987).

Tools

③ Technology use is optional

Tools

To support tutors in tutoring candidates
② B To support tutors to maintain standards of practice
To communicate course requirements to the community
To communicate a supportive atmosphere for the community
③ Technology use is a must

Subject

③ Socialising
opportunities

IN-PERSON
COURSE (THEN)

Community

Collaborative practices

③ Out of course support: Getting together

③ Lack of socialising

Subject

② A CELTA tutor
① Tutoring styles and preferences

B

A

Online course (NOW)

Object ⟶ **Outcome**

To support candidates   To tutor candidates to become certified teachers
complete courses successfully

① Commodification of tutoring

② A. Online tutoring training
   B. Assessment details framework

Rules

Official responsibilities of tutors
② A&B Cambridge English rules for tutors
② A Centres responsibilities for tutors
Common sense rules

① Primary contradictions

② Secondary contradictions

③ Tertiary contradictions

Community

Cambridge English team
Centre managers
Assessors
Tutors
Candidates
Centre admin team
Students

Division of Labour

Cambridge English team support centres
Centre managers manage courses
Assessors evaluate courses
Tutors train and evaluate candidates
Candidates take courses
Centre admin team do admin work & marketing
Students attend lessons

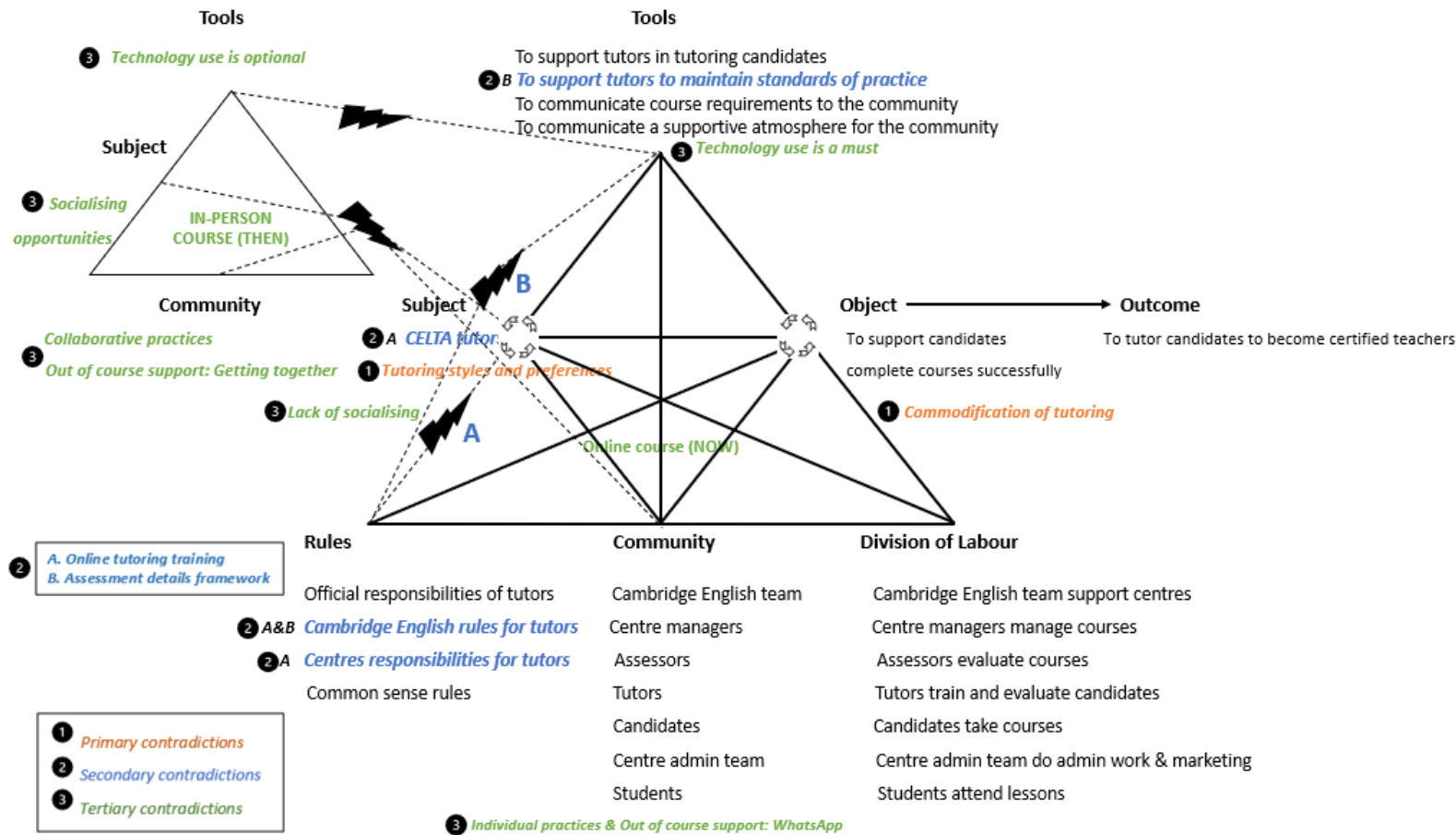③ Individual practices & Out of course support: WhatsApp

Fig 6.5: Pedagogical support activity system and its contradictions diagram

The following is a synthesis of important findings in this activity system.

The object of the pedagogical support activity system is to support candidates to complete the course successfully. Course tutors support candidates to learn the principles of teaching English and develop the required skills during the course and meet the course criteria (Appendix 1) to receive a CELTA certificate to ultimately gain better teaching positions. it is the tutors' job to make sure that candidates learn and develop the required skills based on Cambridge criteria (Appendix 1). Tutors use Cambridge standards as criteria to evaluate candidates' progress during the course.

Individual tutors were *the subject* of this activity system. Both course tutors worked individually during the course and there were a few occasions that they were expected to work collaboratively. In the course I observed, 2 tutors were tutoring the candidates. To become a Cambridge CELTA tutor, a centre is required to train a potential trainee based on Cambridge training guidelines and support tutors in their tutoring.

The analysis of *tools* in the pedagogical support activity system was based on how tools helped the subject achieve the object and also how these tools relate to the object. Tools were categorised based on two elements of the object in his activity system (supporting candidates and completion of the course) and into four clusters:

- Tools to support tutors in tutoring candidates
- Tools to support tutors to maintain standards of practice
- Tools to communicate course requirements to the community
- Tools to communicate a supportive atmosphere for the community

I have identified 2 primary, 2 secondary and 2 tertiary *contradictions* in this activity. Fig 6.5 indicates pedagogical learning activity system and its identified contradictions.

Among all the contradictions I found in this activity system, the two contradictions of *Tutoring styles and preferences* and *Online tutoring training* are outstanding in this activity system.

Tutoring styles and preferences is a primary contradiction within the Subject of the pedagogical support activity system. The contradiction was that different tutoring styles and preferences could be acceptable and candidates could benefit from different tutoring styles, some tutoring preferences were in contrast with each other and gave candidates contradictory instructions which were confusing for candidates.

Online tutoring training contradiction is between the subject and Cambridge English Rules for tutors and Centres' responsibilities for tutors. The contradiction in this system was that although the entire course was online and the use of technology was necessary for a typical online course, tutors did not receive specific training to prepare them for working on online courses.

6.2.3 Administrative support activity system

The details of the CELTA Online administrative support activity system have been identified and analysed. Fig 6.6 is a triangular analysis of this activity system and its identified contradictions based on seven components of activity theory (Engeström 1987).

Tools

② *To structure and resource CELTA courses*
To understand Cambridge English regulations
To communicate requirements to participants

Subject

Centre managers team

② *Equal policy resourcing*

Object ⟶ **Outcome**

To manage CELTA courses   To ensure successful course completion

① *Commodification of CELTA operation*

Rules

② *Cambridge rules for centres*

Common sense rules

Community

Cambridge English team

Centre managers

Assessors

Tutors

Candidates

Centre admin team

Students

Division of Labour

Cambridge English team support centres

Centre managers manage courses

Assessors evaluate courses

Tutors train and evaluate candidates

Candidates take courses

Centre admin team do admin work & marketing

Students attend lessons

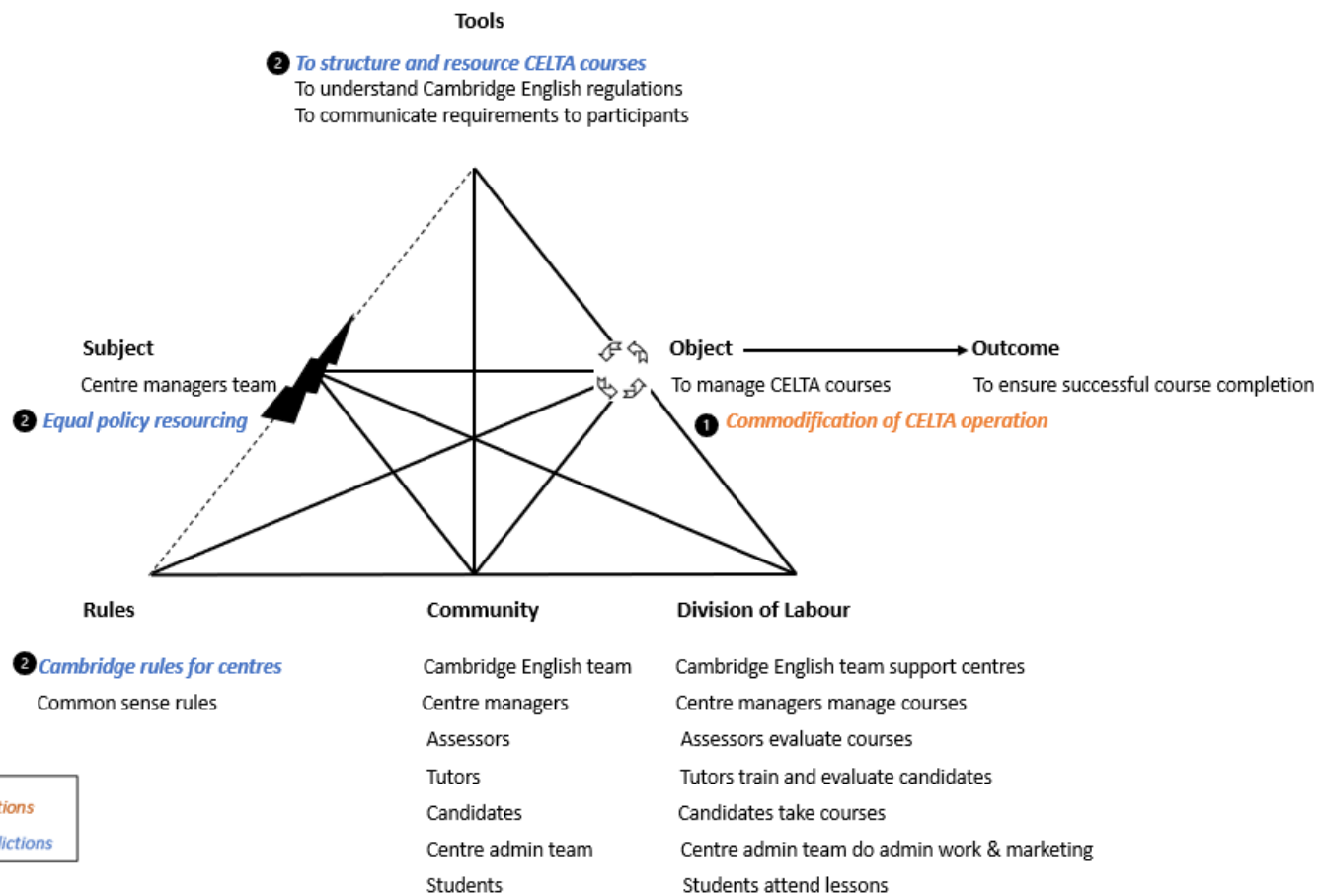① *Primary contradictions*

② *Secondary contradictions*

Fig 6.6: Administrative support activity system and its contradictions diagram

The following is a synthesis of important findings in this activity system.

The object of the administrative support activity system is to manage CELTA courses. CELTA course managers were expected to follow the Cambridge English requirements to monitor and manage courses and provide opportunities for assessors, tutors, candidates, the admin team and students to do their responsibilities in the course.

Two course managers were *the subject* of this activity system. Both course managers work collaboratively together as a team to manage courses. I highlighted that my data set did not allow me to discuss how the working relationship between the managers had been developed, but I could highlight that both tutors worked closely together as a team and made all course-related decisions together.

I identified three clusters of *Tool* mediation in the system and categorised the cluster of tools into these mediation forms. These tool mediation forms are as follows:

- Tools to structure and resource CELTA courses
- Tools to understand Cambridge English regulations
- Tools to communicate requirements to participants

I have identified 1 primary *contradiction* and 1 secondary one in this activity. Fig 6.6 indicates administrative support activity system and its identified contradictions.

Equal policy resourcing is a secondary *contradiction* between the Tools; to structure and resource CELTA courses and the Rules; Cambridge rules for centres. According to Cambridge's equal policy, centres are responsible for respecting the policy and creating equal opportunities for all but the contradiction in the centre I observed was that they did not have an expert or any plans or policy to provide special adjustments to cater for candidates with disabilities.

6.2.4 Executive support activity system

The *object* for the fourth and external activity system is to set the required standards and regulations for the course and make executive decisions and provide executive support for all course participants and centres. The *subject* in this system is the Cambridge English team who is in direct contact with centres and managers globally.

6.2.5 Quaternary contradictions

The two quaternary *contradictions* of *Tutors' accreditation for technology competence* and *Teaching under stress* were identified based on how important the contradictions were and how much they were felt by the participants and also what kind of changes were being driven by people experiencing the contradictions as an early indication of a change in the system. The contradictions were between the credentialised learning and administrative support activity systems and also the executive support which is an external activity system. These two contradictions are very important as they affect the entire activity network. Fig 6.7 indicates the two quaternary contradictions I have identified in different activity systems.
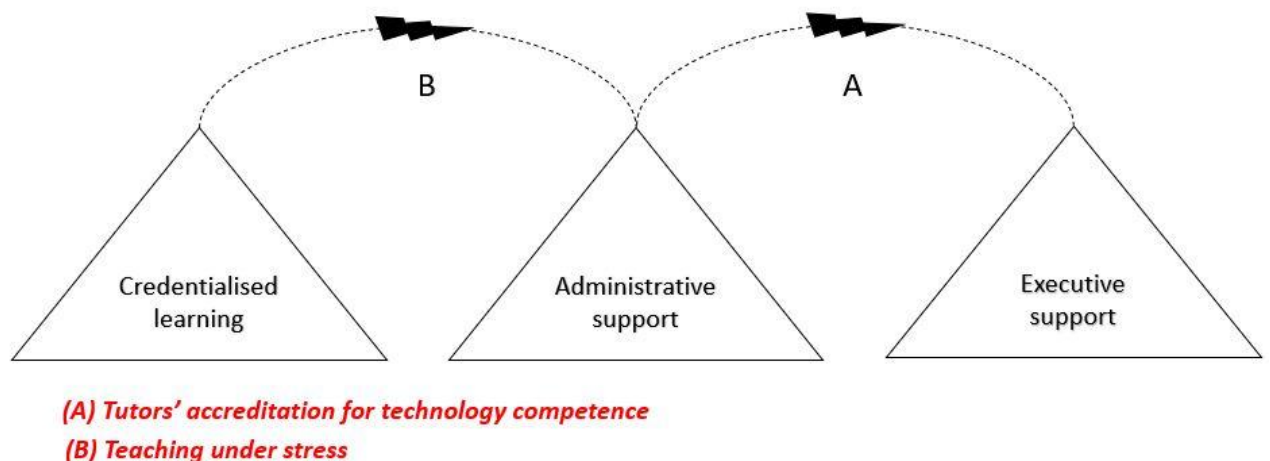

(A) Tutors' accreditation for technology competence
(B) Teaching under stress

Fig 6.7: Quaternary contradictions

6.3 Contributions

By analysing my findings and identifying relevant gaps in the literature, I have tried to contribute to the literature and fill the identified gaps that I discussed in Chapter two. In total I have discussed eight contributions and mapped them to their themes and areas in the literature. I also managed to propose a contribution by combining all contributions to form a framework for designing an online language teacher training programme. Fig 6.8 is the map of my contributions and their themes and areas in the literature. An application of the online language teacher training programme framework for CELTA Online courses will be discussed in the conclusion chapter.

Fig 6.9 is to clearly show how the contributions discussed in this chapter are aligned with the identified gaps in the literature.
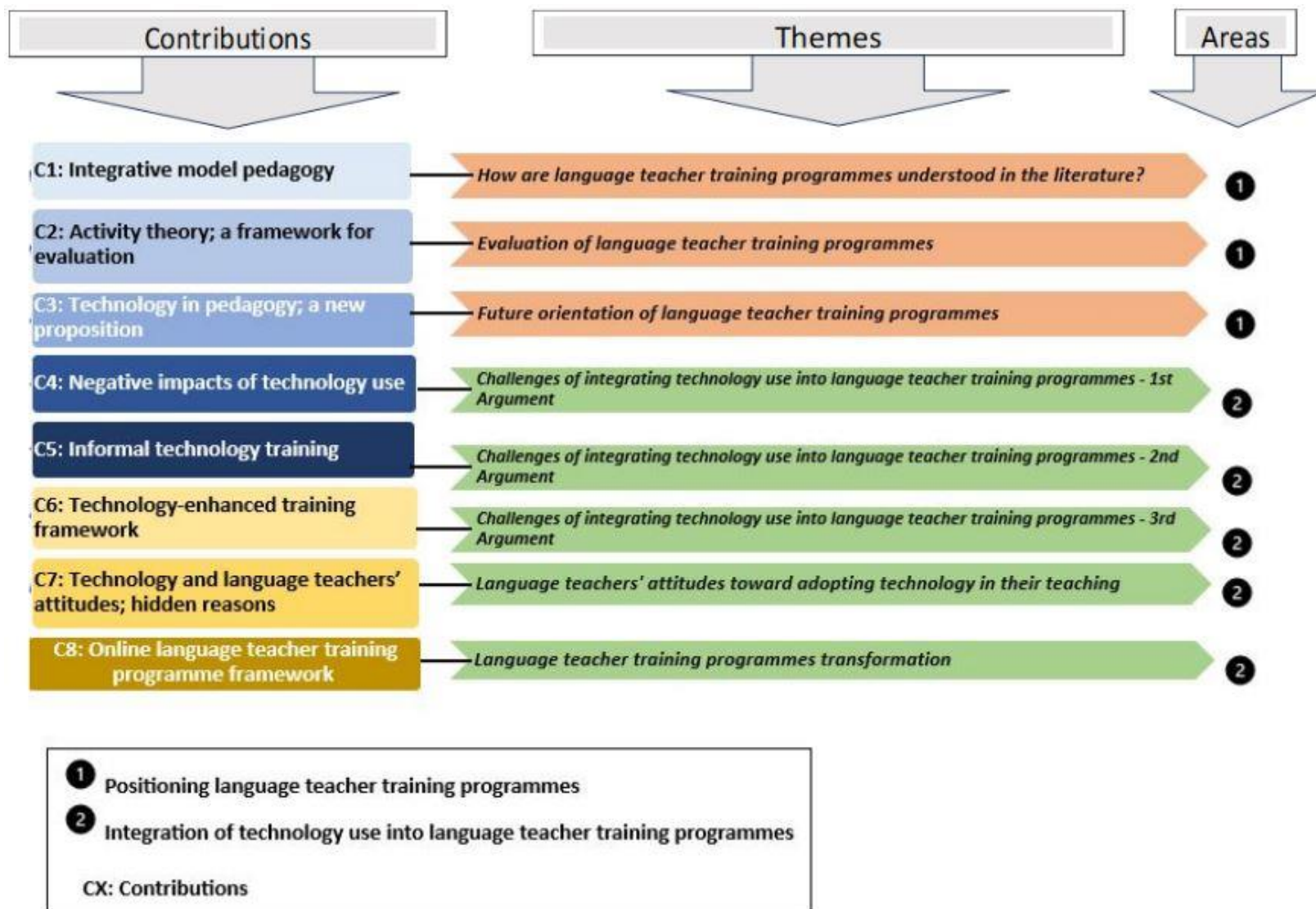
Contributions

- C1: Integrative model pedagogy
- C2: Activity theory; a framework for evaluation
- C3: Technology in pedagogy; a new proposition
- C4: Negative impacts of technology use
- C5: Informal technology training
- C6: Technology-enhanced training framework
- C7: Technology and language teachers' attitudes; hidden reasons
- C8: Online language teacher training programme framework

Themes

- How are language teacher training programmes understood in the literature? ❶
- Evaluation of language teacher training programmes ❶
- Future orientation of language teacher training programmes ❶
- Challenges of integrating technology use into language teacher training programmes - 1st Argument ❷
- Challenges of integrating technology use into language teacher training programmes - 2nd Argument ❷
- Challenges of integrating technology use into language teacher training programmes - 3rd Argument ❷
- Language teachers' attitudes toward adopting technology in their teaching ❷
- Language teacher training programmes transformation ❷

Areas

❶ Positioning language teacher training programmes

❷ Integration of technology use into language teacher training programmes
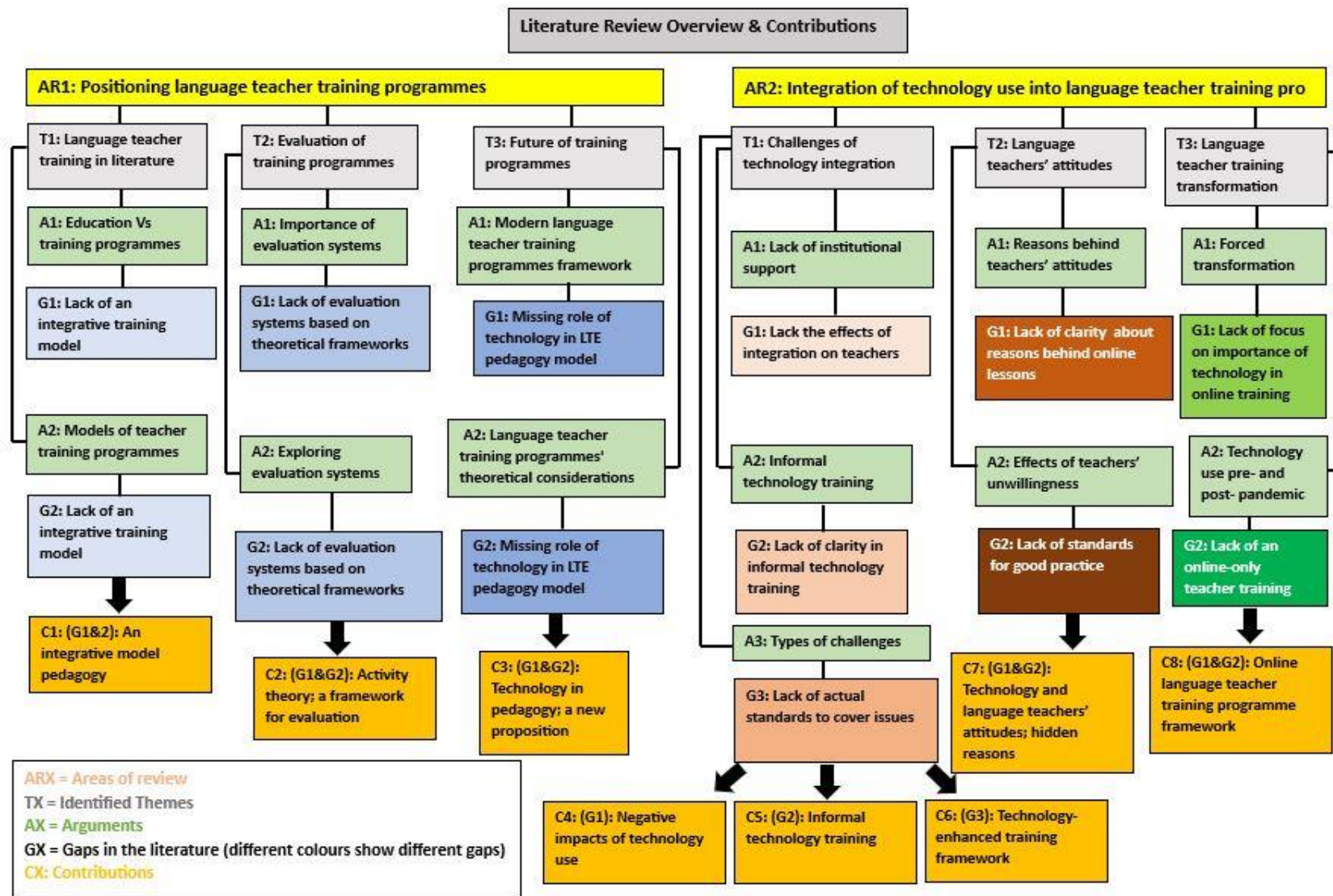
CX: Contributions

Fig 6.8: Contributions map

Fig 6.9: Literature review overview and contributions

6.3.1 Integrative model pedagogy

My contribution to the literature on *how language teacher training is understood in the literature* (section 2.4.1) is about understanding how teacher training programmes intertwine theoretical and practical concerns by introducing a new insight of an "integrative model pedagogy" based on an analysis of my findings which I will explain later in this section. In section 2.4.1, I discussed these two arguments:

- Language teacher training education vs language teacher training courses programmes
- Models of teacher training programmes

The new idea of an "integrative model pedagogy" is my contribution to responding to these two arguments in the literature for a language teacher training programme which can be considered as an idea to design a model of pedagogy for pre-service language teacher training short programmes which comprises an integrative view of teacher "education" and teacher "training" programmes. The suggested integrative model pedagogy can be designed to cover essential features of language teacher "training" programmes such as the features introduced by Shulman (1992), Richards (1996), Woods (1996), Stoynoff (1999) and Crandall (2000) and also based on Wallace (1991) three main language teacher "education" models which I discussed in section 2.4.1.

The first argument in this strand of the literature was about the dichotomy of language teacher "education" and language teacher "training". As I discussed in section 2.4.1, researchers such as Crandall (2000) emphasised that language teacher "education" is mainly about developing teachers' theoretical aspects of language learning and teaching whereas language teacher "training" is mainly about developing teachers' practical aspects of language teaching. Making a balance between theoretical and pedagogical aspects in language teacher training programmes has been one of the major concerns raised in the literature (Crandall, 2000; Lave, 1988; Bruner, 1986). I believe such a dichotomous view of teacher "training" and teacher "education" does not allow for the expression

of the aspirations of those involved and the active roles of teachers and different stakeholders in these programmes. What is missing in this conversation in the literature is the idea of an integrative model programme to cover the main aspects of theory and practice in a short-term language teacher training programme.

The second argument in this strand of literature was about exploring language teacher training programme models. Among all the models introduced in the literature, two models introduced by Wallace (1991) and Freeman (1991, 1996) were considered and discussed in several studies. Both models highlight different aspects of language teacher preparation programmes comprehensively. What is missing in this conversation in the literature is that both models introduced for long-term language teacher "education" and no model has been introduced for short-term language teacher "training" programmes.

My analysis has highlighted that the CELTA course has been designed to cover both aspects of theory and practice. Although it is not directly mentioned in any CELTA document that it contains an integrative pedagogy, I realised that CELTA pedagogy contains both features of theory and practice. I believe essential aspects of theory and practice have been considered in the programme and can be considered as a success factor of the CELTA training programme. I believe an integrative model of language teacher training such as CELTA can bring new arguments to this strand of the literature.

My findings have also shown how the CELTA course has been designed for a pre-service, criterion-referenced and short training programme and can be used as a proper model for short-term programmes. The course covers essential pedagogical and theoretical aspects of language teaching needed for novice teachers. The following documents are from my findings to show that there are essential aspects of theory and practice in the CELTA pedagogy: Fig 5.59 which indicates the CELTA course programme requirements details and also Fig 5.60 which indicates an overview of the CELTA course syllabus. These documents indicate the main practical features of the CELTA pedagogy.

The theoretical aspects of language teacher training have also been considered in the CELTA pedagogy in different sections of the course such as the asynchronous courses that CELTA candidates need to complete during the course and input sessions. In section 5.3.3.1 of the credentialised learning system, I discussed an extract (Fig 5.6) from an online course that candidates are supposed to complete during the CELTA course to indicate the theoretical aspect of the CELTA pedagogy. The content indicates some theoretical aspects of motivation, which is the core discussion in that course. These courses provide evidence of the integrative nature of the CELTA pedagogy.

The following is an extract from the CELTA Syllabus and assessment guidelines which highlights the integrative nature of the CELTA pedagogy:

Component 1: Planning and teaching

The teaching practice is timetabled on a continuous basis throughout the course so that opportunities are provided for candidates to show that they can apply theory to practice in classroom teaching (CELTA Syllabus and assessment guidelines July 2021 edition, p.15).

Fig 6.10: An extract from CELTA Syllabus and assessment guidelines

The value of an integrative model pedagogy for the researchers I mentioned in the first theme in Chapter two such as Crandall (2000), Stoynoff (1999), Richards (1996), Woods (1996), Shulman (1992) is to add a new idea to designing language teacher training programme model for short training programmes to the existing models by combining the main features of both "education" and "training" programmes mentioned in the literature to present new arguments in this strand of language teacher training programmes.

6.3.2 Activity theory; a framework for evaluation

My contribution to the literature on *the evaluation of language teacher training programmes* (section 2.4.2) is to introduce "activity theory as a framework for internally evaluating language teacher training programmes" based on an analysis of my findings which I will explain later in this section. In (section 2.4.2) I discussed the following arguments:

- The importance of having an evaluation system
- Exploring current evaluation systems

Suggesting "activity theory as a framework for internally evaluating language teacher training programmes" is my contribution to responding to these two arguments. I believe seven components of the activity theory can be used to analyse language teacher training programmes to identify their potential contradictions. The potential contradictions can add arguments and be considered by researchers such as Peacock (2009), Lynch (2003) to discuss and develop evaluation systems in language teacher training programmes.

The first argument in this strand of the literature was about highlighting the importance of having an internal language teacher training programme evaluation in the literature as I discussed in (section 2.4.2). There are several suggestions in the literature for designing internal evaluation systems such as Peacock's (2009) procedure for evaluating language teacher training programmes to assess different aspects of the programmes or designing an evaluation system based on students' opinions about the effectiveness of the programmes to meet their needs but no evaluation system for language teacher training programmes has been introduced based on a theoretical framework such as activity theory framework.

The second argument in this strand of literature was about exploring models of language teacher training evaluation systems. As the evidence in the literature indicates, some evaluation models are based on the Common European Framework of Reference for Languages – CEFRL as Kelly et al. (2004) highlighted. The literature also indicated that researchers designed different

evaluation systems to respond to different needs and focused on the evaluation of the programmes from teachers' and students' reflections after courses such as Uzun's (2016) study.

Although Peacock's (2009) evaluation procedure is a major contribution to the field and has been introduced to assess different aspects of the programmes and there are three stages of collection, analysis, and interpretation of information in the procedure, it seems that the procedure is more restricted than activity theory. What I believe is missing in his procedure is a theoretical framework to cover all aspects of the evaluation. As the literature indicates, a language teacher training programme evaluation system based on CEFRL is effective but has its limitations. They just provide a self-assessment tool for language teacher education and evaluation, so it is important to find and design evaluation systems based on a theoretical framework to be able to evaluate training programmes more comprehensively. I also believe what is missing in both Peacock's (2009) procedure and CEFRL model and it is available in activity theory is the importance of the objects. To evaluate an activity system, it is crucial to understand what the aims of the participants are before starting to evaluate the system and I believe by using activity theory, it will be clear what the aims of the participants are which will lead to better understanding of the systems in the process of evaluating them. There is no procedure in the Peacock's (2009) procedure and the CEFRL model to highlight the aims of the participants and that is why this contribution becomes valuable in this strand of the literature.

In my study, I used activity theory as a framework to analyse Cambridge CELTA Online and find its contradictions as I mentioned in (section 6.2) in this chapter. In my experience, activity theory gave me a clear framework during my analysis, and I managed to identify some potential contradictions which can be analysed to evaluate the CELTA Online course. Based on my experience as a teacher trainer, language and training courses are evaluated based on the data collected from different participants and observation of the courses. I collected the required data from different participants and also from observation of lesson notes and analysed all the data using activity theory.

To give an example here I will discuss the quaternary contradictions I have identified in three of the activity systems in my study. Fig 6.7 (Quaternary contradictions) in section 6.2.5 indicates the following contradictions:

- Tutors' accreditation for technology competence
- Teaching under stress

Each of these two contradictions had an impact on the course participants and can be considered to find some solutions to better offer courses without these contradictions in the future for instance by identifying the first contradiction, I have raised the issue that it is important to have a system to make sure CELTA tutors are competent to use technology in their training. There needs to be a system to evaluate tutors' technology competence and this system can be designed either by Cambridge English team or by CELTA centres.

The second contradiction revealed that there are some teaching situations in which CELTA candidates are unnecessarily under an excessive amount of stress which affects their performance, and this issue needs to be addressed by authorities. Both of these contradictions can be considered as CELTA Online course issues which I managed to identify by using activity theory to evaluate the course.

As Peacock (2009), Lynch (2003), Rea-Dickins and Germaine (1998), Reid (1996), Wallace (1991), Richards (1990) highlighted there are several studies in the literature on language teacher training evaluation, but there are limited studies to introduce procedures for the programme evaluation and I believe this is the value of my contribution in this theme. Suggesting activity theory framework as an evaluation system for language teacher training programmes will emphasize this importance and introduce a systematic evaluation system framework for researchers who are interested in language training programmes evaluation and add more debates in this area in the literature.

6.3.3 Technology in pedagogy; a new proposition

My contribution to the literature on *the future orientation of language teacher training programmes* (section 2.4.3) is proposing a "technology in pedagogy" proposition which can be added to Johnson & Golombek (2020) knowledge-base LTE (Language Teacher Education) pedagogy based on an analysis of my findings which I will explain later in this section. In (section 2.4.3), I discussed these two arguments:

- Language teacher training programmes framework for today's world
- Language teacher training programmes' theoretical considerations

As I discussed in (section6.3.1) the CELTA course covers essential pedagogical and theoretical aspects of language teaching needed for novice teachers and contains comprehensive pedagogy. My contribution to responding to the gap I found in this theme is to suggest a new proposition to the existing knowledge-base pedagogy introduced by Johnson & Golombek (2020). I label the new proposition "technology in pedagogy". It focuses on the role, position and importance of the use of technology in a language teacher training pedagogy. This proposition highlights the implications of using technology and advanced technology such as AI in designing training pedagogies. This proposition suggests that the implications of technology and how technology can help all participants achieve their goals in a language teacher training programme need to be considered in the designing of a knowledge-base pedagogy along with Johnson & Golombek's (2020) eight propositions.

The first argument in this theme was about identifying and highlighting the importance of having a framework for language teacher training programmes in today's world. The evidence in the literature indicates that there has been a shift in language teacher training programmes from focusing on developing language teachers' teaching skills to developing training pedagogies to respond to today's language teaching needs.

Another aspect of this argument was the use of AI (Artificial intelligence) and AI-powered tools in language teacher training programmes. As the literature

indicates AI has various implications for language teacher training programmes such as helping teachers to design more personalised lessons for their students and helping teachers to plan their lessons more efficiently based on actual students' needs and wants.

The second argument was about some theoretical considerations about modern language teacher programmes pedagogy which was discussed in (section 2.4.3). Johnson & Golombek (2020) proposed a knowledge-base language teacher education (LTE) pedagogy in which they proposed eight propositions for designing a proper language teacher training programme (section 2.4.3).

My findings highlight the role of technology in the CELTA Online course. In (section 5.3.3), (section 5.4.3) and (section 5.5.3) I discussed essential tools in the three internal activity systems and how these tools could help candidates, tutors and managers achieve their objects during the course. Most of the tools I identified were technology-relate tools such as Zoom, Google and the CELTA platform which indicates the importance of considering the role of technology in designing a proper language teacher training pedagogy to respond to today's needs of teachers and students. In (section 5.3.3) I discussed how tools helped candidates during the CELTA course to "demonstrate their progress, show standards of practice, understand the course requirements and keep track of own progress". Among all technology-related tools, AI can be explored and used for this purpose. These findings highlight the role of technology in designing a language teacher training pedagogy and the importance of my technology in pedagogy proposition in a knowledge-base pedagogy.

The value of this contribution to Johnson & Golombek's (2020) study specifically and other researchers interested in this theme is that my proposed technology in pedagogy proposition can add a new feature to the existing knowledge-base pedagogy proposed by Johnson & Golombek (2020). My proposition suggests the the use of AI in designing knowledge-base pedagogy which has not been considered in Johnson & Golombek (2020) and other similar studies. This proposition can be considered for further study by

researchers in this field and add more arguments to some potential conversations about the implications of AI in designing language training pedagogy.

6.3.4 Negative impacts of technology use

My first contribution to the literature on *the challenges of integrating technology use into language teacher training programmes* (section 2.5.1) is in the first place to verify the importance of adding a formal technology training component to language teacher training programmes to overcome the integration challenges and also to highlight the contradictions that lie behind the use of technology in language lessons. Focusing on contradictions behind the negative effects caused by the integration of technology use into language teacher training programmes is missing in the literature based on an analysis of my findings which I will explain later in this section.

The first argument in (section 2.5.1) was the *lack of institutional support for developing teachers' technology competence.* The integration of technology into language teacher training and its potential challenges have been comprehensively focused on in the literature and some potential solutions have been also suggested such as institutional support for developing teachers' technology competence. Authors such as Kessler & Hubbard (2017), Reinders (2009), Hubbard (2008), Kessler (2006) have mentioned that formal technology training is necessary for language teachers to be added to language teacher training programmes.

The contradictions I found and discussed in (section 5.3.7.1 technology transformation) and (section 5.3.7.4 technology know-how and necessary tools) confirmed that technology-related training for CELTA candidates during the course is necessary for them to overcome their potential technology-related issues in their lessons. These findings support the discussion in the literature that adding a formal training component to language teacher training programmes is beneficial for all participants, however, based on my findings I found some issues that teachers face while using technology in their lessons

which have not been highlighted in the literature. It seems that there are not many studies to have focused on the negative impacts of such formal technology training on teachers and their performance. It seems in the literature that the identification of the challenges has been considered much clearer than focusing on teachers and their performance after receiving technology use training.

In my findings, I found that some candidates during their teaching faced some technology-related issues which they could avoid if they did not have to use technology in their lessons. I identified "teaching under stress" which was a quaternary contradiction and I mentioned it in (section 6.5.2). The contradiction was that teaching online sometimes could be very stressful for candidates due to using technology and some conditions that they had to teach under. In a lesson that I observed a candidate was under excessive stress because their lesson was being recorded and also they were being observed by their tutor and assessor whose cameras were off on Zoom. If this had been an in-person lesson, the candidates would not been under too much stress because they did not have to record the lesson and they could also see the lesson observers. Using technology can create some useful opportunities for language teachers to develop their lessons, however, it is also possible that some teachers feel stressed and frustrated while using technology which negatively affects their lessons.

My findings support the discussion of formal technology training is necessary for language teachers and needs to be added to teacher training programmes in the literature. In addition to this, my contribution to responding to the gap I found in this theme related to the negative impacts of using technology in lessons on teachers and their performance is to add more arguments to the existing literature. The arguments could be as follows:

- What are the effects of using technology in lessons on language teachers' mental health?
- What are the effects of using technology in lessons on language teachers' performance?

- What are the effects of using technology in lessons on students learning?

I believe it is necessary to highlight the negative effects of using technology on teachers and their performance. This is the area that can create some new research opportunities for authors in this area such as Kessler & Hubbard (2017), Reinders (2009), Hubbard (2008), Kessler (2006).

6.3.5 Informal technology training

My second contribution to the literature on the *challenges of integrating technology use into language teacher training programmes* (section 2.5.1) is the idea of providing some informal channels embedded into the training pedagogy for trainee teachers to communicate informally with other trainees and support each other during their training programme instead of leaving informal training opportunities to trainee teachers themselves. By providing informal channels for trainee teachers during a training programme, researchers can study the effects of using these informal channels on trainee teachers' development during their training. This contribution is based on an analysis of my findings which I will explain later in this section.

The second argument in (section 2.5.1) was the *importance of informal mechanisms for teacher training to use technology.* The literature has highlighted the importance of informal learning of how to use technology in classrooms by teachers and the fact that informal learning is one way of overcoming the challenges of technology integration into language teacher training programmes (Kessler & Hubbard, 2017; Reinders, 2009), but more studies need to be conducted to make it clear how and in what areas language teachers can use informal mechanisms to help them use technology in their lessons and what the effects of these channels are on teachers performance during a training programme.

As the literature indicates informal learning and socialising is one way of overcoming the challenges of technology integration into language teacher training programmes, but it is not clear in the literature how to make sure that trainee teachers during their training programme create any informal channels

among themselves to informally support each other to overcome the challenge of technology integration which has been discussed in the literature. In order to add to the debates in the literature on the importance of using informal channels in teacher training programmes, my contribution is the idea of adding some informal channels into a language teacher training programme to make sure that trainee teachers have access to these channels and conduct some research to study the effectiveness of such informal channels on trainee teachers during their training. This idea can also provide evidence to highlight the importance of informal training on teachers' performance as it has been highlighted in the literature (Kessler & Hubbard, 2017; Reinders, 2009).

My findings indicate that candidates during the CELTA course created some informal channels to socialise and support each other and share their experiences in using technology. One of the tertiary contradictions in the credentialised learning system (section 5.3.8.1) I found was "Community: Individual Vs collaboration practices" which was about informal channels such as WhatsApp groups. Candidates voluntarily joined WhatsApp groups created by themselves to socialise, share and support each other informally. Some candidates were quite active in using the channels and found them very useful as they mentioned in their interviews.

My findings also indicate that another informal channel for candidates during the CELTA course was the forums in the CELTA portal. In the credentialised learning system (section 5.3.3.4) I mentioned "tools to keep track of own progress'. During the course, I observed candidates use the forums to discuss course-related issues and also some informal aspects of the course. Some candidates were active in using forums and spent quite some time in forums despite the fact that using forums was voluntary and not part of the course.

I believe the value of this contribution for researchers in the field such as Reinders (2009) and Kessler & Hubbard (2017) is to add new arguments to the literature on whether the informal channels can significantly help trainee teachers develop their skills during their training or not. This contribution creates more research opportunities in this particular area of research.

6.3.6 Technology-enhanced training framework

My third contribution to the literature on *the challenges of integrating technology use into language teacher training programmes* (section 2.5.1) is to propose a new type of challenge for integrating technology into language teacher training programmes. The new type of challenge is using a theoretical framework to systematically integrate technology into language teacher training programmes and needs to be considered by researchers in the field. I propose a "technology-enhanced training framework" as a new type of challenge. This contribution is based on my findings which I will explain later in this section.

The third argument in (section 2.5.1) was the *types of challenges of integrating technology use into language teacher training programmes.* As some arguments in the literature such as Kessler & Hubbard's (2017) study in this area indicate, the challenges of integrating technology into language teacher training have been categorised into five main groups:

- The challenge of change
- Teacher development and using technology challenge
- Teachers and a social future challenge
- The challenge of "normalization"
- Lack of plan challenge

The contribution of proposing a "technology-enhanced training framework" to systematically integrate technology into language teacher training programmes is a new type of challenge which can be added to the above-mentioned groups.

The issues of technology integration into language teacher training programmes discussed in the literature could be responded to if there were some specific standards based on a theoretical framework to systematically consider all aspects of technology integration into the training programme instead of just providing some tools for teachers to use during their training. This is what the technology-enhanced training framework is proposing to do.

There is some evidence in my findings to support the arguments in the literature about the integration of technology into language teacher training programmes such as the importance of "having a standard framework" and "teacher development and using technology challenge". My findings show that CELTA candidates during the course did not follow any established technology-related standards and did not have the same competence in using technology and those who felt confident using technology, managed to plan and teach more successful lessons. A secondary contradiction in the credentialised learning system; "teachers as engineers" (section 5.3.7.3) revealed that CELTA candidates' competence in learning technology and the required knowledge of implementing ELT pedagogy into online teaching can be a potential contradiction identified as the main factor affecting the system development. The contradiction was that candidates were expected to use technology properly but there were no standards to help them to develop their technology-related skills for the course. It was also clear that even the CELTA course tutors did not have the same technology use standards and used technology differently which in some cases confused candidates. In the pedagogical support system, I identified "tutoring styles and preferences" (section 5.4.6.2) as a primary contradiction, and "online tutoring training" (section 5.4.7.1) as a secondary contradiction, which revealed that lack of a framework to facilitate the integration of technology into the CELTA course affected the CELTA tutors too.

I believe any relevant theoretical framework can be used in the technology-enhanced training framework to integrate technology into language teacher training programmes, but as the literature indicates there are not many relevant theoretical frameworks to be used for this purpose. In order to be clear what I mean by a relevant and established theoretical framework, I suggest an example framework which is Mishra & Koehler's (2006) TPACK (Technological Pedagogical and Content Knowledge) framework. TPACK is an established framework for integrating technology into lessons and can help to systematically integrate technology into a language teacher training programme and respond to the issues mentioned in the literature in this domain. By proposing a "technology-enhanced training framework" as a new type of

challenge, my contribution is to link the body of existing knowledge on TPACK to the literature on the challenges of integrating technology use into language teacher training programmes. The technology-related components (TK, TPK, TCK & TPCK) of the TPACK can be considered by researchers to design the proposed "technology-enhanced training framework" to add to the debate in this domain of the literature. Fig 6.11 indicates the seven components of the TPACK framework focusing on technology-related knowledge domains in the TPACK:
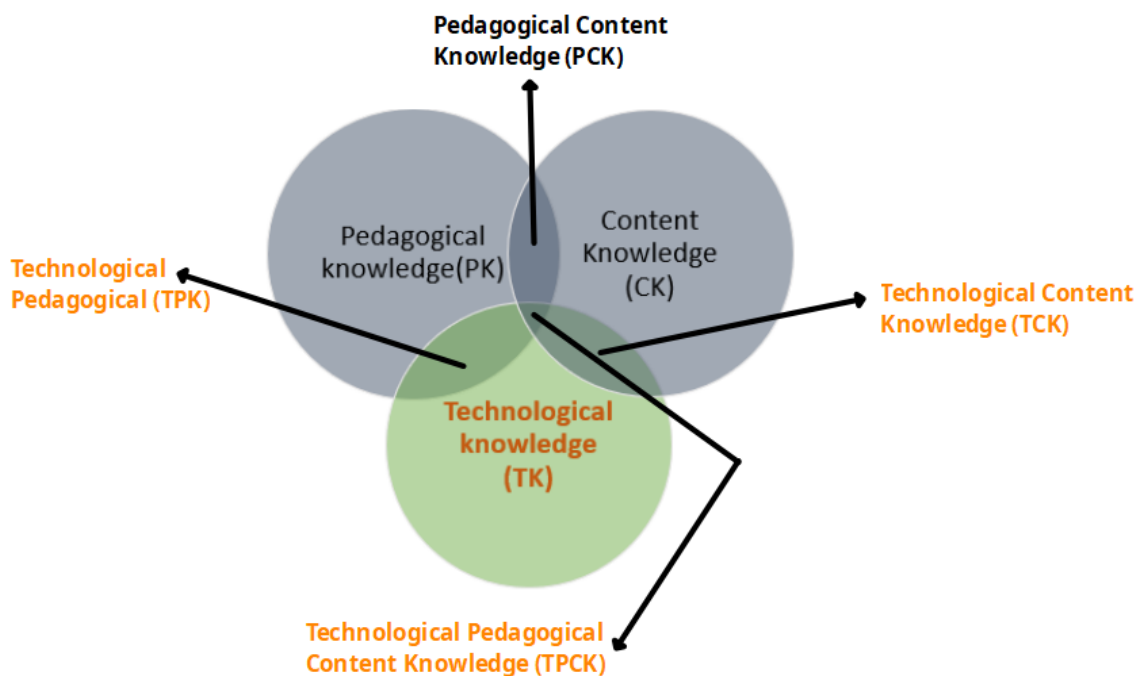
Fig 6.11: Knowledge domains of the technology-enhanced training framework

The "technology-enhanced training framework" for designing a language teacher training programme triggers various types of challenges mentioned in the literature and highlights the importance of having a framework to integrate technology into the programmes. This contribution can be a response to some studies such as Hubbard (2008) study which highlighted that lack of clear standards is one of the challenges in integrating technology into language teaching.

6.3.7 Technology and language teachers' attitudes; hidden reasons

My contribution to the literature on *language teachers' attitudes toward adopting technology in their teaching* (section 2.5.2) emphasises the importance of identifying hidden reasons behind language teachers' attitudes towards the use of technology in their lessons. This is further underscored by recognising a significant factor: language teachers' unwillingness to adopt technology in their lessons due to a lack of opportunities to receive formal technology-use training during their training programmes. As highlighted in the literature, the absence of providing language teachers with formal technology use training is a major hurdle for their willingness to adopt technology in lessons. This contribution is based on the evidence I found and to the discussion of the issue of teachers' attitude towards the use of technology in their lessons. In my observation of a CELTA course, I noticed that teachers' competence and willingness to use technology had a direct effect on their teaching quality. I observed some classes where teachers were struggling with using technology and their lessons were negatively affected. It is a relationship between teaching quality and teacher training using technology and teachers attitudes to use technology in their lessons. This contribution can assist researchers in understanding additional reasons, beyond the lack of formal technology use training, behind language teachers' resistance to adopting technology in their lessons.

In (section 2.5.2), I discussed these two arguments:

- Reasons behind language teachers' attitudes towards technology use
- Effects of such unwillingness on their teaching and training

As the literature indicates the main reason behind language teachers' unwillingness to adopt technology in their teaching online is the lack of proper technology use in training programmes. It seems in the literature that if teachers receive proper technology use training, then they would be willing to adopt technology in their lessons and they would have no more reasons not to adopt technology. My contribution is a response to this situation. I believe teachers' attitudes towards the use of technology in their lessons should be studied once

they have received proper technology use training in order to identify some hidden reasons which could not be possible to identify before training teachers to use technology. Once there is proper technology use training integrated into a training programme, we can investigate and identify other underlying reasons for teachers' unwillingness to adopt technology in their online teaching. These reasons would not be in place due to lack of training, but they might have other reasons which need to be investigated. Based on my observation, one of the potential hidden reasons behind teachers attitudes towards the use of technology in their lessons, could be teachers' experiences in their training courses. Changing their experiences in training courses might change their attitudes towards the use of technology.

My suggestion of using a framework to integrate technology into the training that I discussed in "technology-enhanced training framework" (section 6.3.6) can be used here to ensure that technology has been integrated properly into the training programme and teachers receive proper training to use technology in their lessons.

The first argument in this strand was about the underlying reasons why language teachers were unwilling to adopt technology in their teaching. As I discussed in (section 2.5.2) some language teachers are not willing to integrate technology into their teaching for various reasons such as lack of knowledge and experience, technical issues, time constraints, teachers' disagreement on the effectiveness of technology integration into their lessons and personal preferences. As the literature indicates, one main reason for teachers' unwillingness is the lack of formal technology adoption training during teacher training programmes (Merç 2015; Kessler, 2007), but what is missing is to highlight other potential reasons which are not related to receiving technology use training.

The second argument in this theme which I discussed in (section 2.5.2) was about highlighting the effects of teachers' unwillingness on their teaching. As the literature highlights, language teachers' attitudes toward adopting technology could have an impact on the way they would use technology in their

lessons. The positive impact of teachers' willingness to use technology in their lessons has been discussed properly in the literature but more studies need to be conducted to identify other effects of teachers' unwillingness on their teaching once they have received proper training.

My discussion about the importance of integrating formal technology training components into language teacher training programmes which I discussed and proposed in "Negative impacts of technology use" (section 6.3.4) is applicable here. My findings in section 6.3.4 also indicate that the role of formal technology use training might have an impact on teachers' attitudes toward the use of technology in their teaching. I also identified a contradiction (Learner training in section 5.3.6.5) in the credentialised learning system in which CELTA candidates did not receive formal training on learner training strategies during the course, but they were expected to train students and prepare them to use the required technology during their lessons. I believe this had a negative impact on their attitude toward the use of technology in their teaching. These findings support the discussions in this theme about teachers' attitudes toward the use of technology and receiving technology use training.

The value of this contribution is to respond to the gap in the literature on reasons for teachers' unwillingness to use technology in their lessons by providing further research opportunities and arguments on this theme. I believe training trainee teachers how to adopt technology in their lessons in a language teacher training programme can be an ideal criterion to make sure that any identified reasons behind teacher unwillingness such as any form of anxiety related to the use of technology are not because of a lack of formal technology training component in a training programme. This contribution can add such relevant arguments to this debate.

6.3.8 Online language teacher training programme framework

My contribution to the literature on the *language teacher training transformation* (section 2.5.3) is an "online language teacher training programme framework"

based on an analysis of my findings which I will explain later in this section. In (section 2.5.3), I discussed these two arguments:

- Forced transformation to use technology during the pandemic
- The role of technology use in language teacher programmes pre- and post-pandemic

The idea of proposing an "online language teacher training programme framework" is my contribution to responding to these two arguments in the literature. The importance of language teacher training programmes to train teachers properly to use technology in online language lessons and the essential tools to facilitate online language teaching and learning has not been much highlighted in the literature. There are some studies such as Karatay & Hegelheimer (2021) and Hubbard & Levy (2006) to highlight the importance of helping language teachers develop their computer-assisted language learning and some online-related issues in online teacher training, but there are not many studies specifically focused on online language teachers training programmes. Currently, teacher training programmes such as CELTA, train teachers for both in-person and online delivery modes at the same time and there is no accredited language teacher training programme to only train teachers for online delivery as literature indicates.

The first argument in this strand of the literature which I discussed in (section 2.5.3) was about the pandemic situation and the way institutions were forced to adopt technology in their lessons without providing proper support and training for their teachers and students. Authors mainly discussed the fact that due to the need to deliver language lessons online, language teachers had been forced to teach online and had to improve their online teaching pedagogy and technology use. What has been highlighted in the literature is that using technology in current online classes is not an option any more as the lessons take place online and teachers are required to use technology in their lessons.

The second argument in this area of literature was a comparison between the role of technology in language teacher training programmes pre- and post-pandemic. Researchers mainly considered the difference between the use of

technology pre- and post-pandemic in language education. As it was clear in the literature, online language teaching pre-pandemic was limited mainly to optionally using technology to facilitate learning. Teacher training courses were also designed to prepare teachers for mainly in-person teaching in classrooms.

It is worth noting the fact that the role of technology post-pandemic is not comparable with its role pre-pandemic as I discussed in (section 2.5.3). My findings show that the role of technology in in-person and online lessons is not the same and it is necessary to distinguish between the role of technology in in-person and online lessons. One of the contradictions I found in the credentialised learning system was "course delivery mode" (diagram 6.4). This primary contradiction is within the object and outcome of the system. This contradiction is related to the online or in-person delivery mode of CELTA courses (section 5.3.6.2). In the CELTA Online course, candidates will receive a certificate and that certificate will qualify them to teach both online and in-person lessons if they complete the course successfully, but they do not receive proper training for in-person teaching strategies during the online course. The object of the candidates is to receive a CELTA credential and find a teaching position. As CELTA Online is offered fully online, candidates develop their online teaching more than in-person teaching skills.

My findings also indicate that the lists of essential tools I have identified in three activity systems for CELTA Online are more comprehensive than tools used in CELTA in-person courses. In addition to tools, one of the tertiary contradictions in the credentailised learning I have identified was *technology use Now and Then (Online vs. in-person CELTA courses)* (section 6.2.1). The role of technology in this contradiction before and after the pandemic was highlighted. Technology before the pandemic in in-person CELTA courses used to be considered as an option to enhance teacher training, but in current online courses it is very necessary and an integrated component of the CELTA Online course.

It is worth mention that the "online language teacher training programme framework" I am proposing for this contribution will be designed based on the contributions I have discussed in this chapter and the following considerations:

- An ELT (English Language Training) syllabus such as the CELTA syllabus and their criterion-referenced standards will be needed.
- The two proposals of *the integrative model pedagogy* and *the technology in pedagogy; a new proposition* which I discussed in (section 6.3.1) and (section 6.3.3) will be used in the framework.
- *Local training needs* need to be identified by the local programme designers and implemented into the training pedagogy. (Localised LTE pedagogy based on Johnson & Golombek (2020) proposition discussed in section 6.3.3)
- *Technology-enhanced training framework* which I proposed and discussed in (section 6.3.6) will be implemented into the framework.
- AI (Artificial Intelligence) will be considered in this framework to meet the current literature in AI.
- *Activity theory: a framework for evaluation* which I proposed and discussed in (section 6.3.2) will be used in the framework as an internal evaluation system.

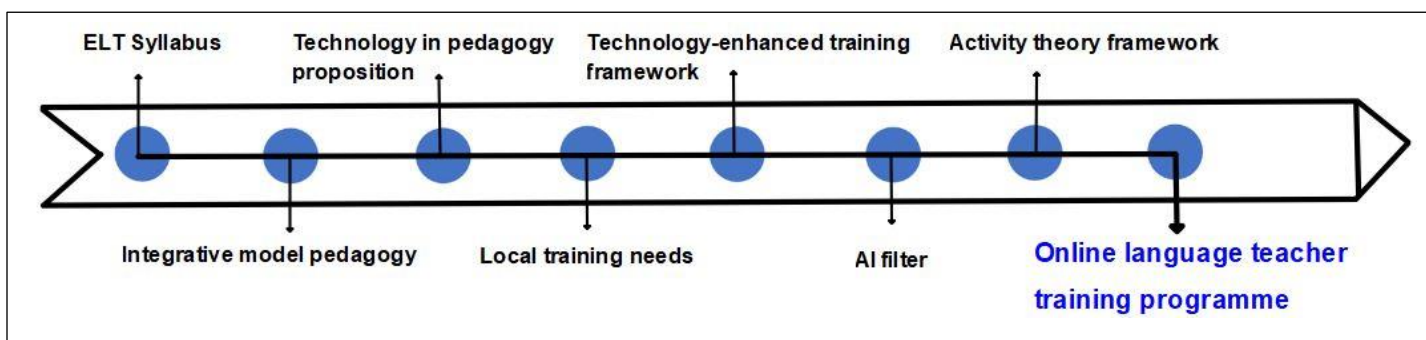Different components of the framework are shown in Fig 6.12:

Fig 6.12: Online language teacher training programme framework

An ELT (English language Training) syllabus such as the CELTA syllabus is needed for the online training framework to cover all the features of a proper language training syllabus.

For the second stage in the process of designing an online language teacher training programme framework, I suggest the two proposals of *the integrative model pedagogy* and *the technology in pedagogy; a new proposition* which I discussed in (section 6.3.1) and (section 6.3.3) will be used in the framework. The integrative model pedagogy and the technology in pedagogy; a new proposition are part of my contributions which I discussed earlier and I believe they can fit here in this framework based on the gaps I already discussed in their themes.

The third stage is about considering the *local training needs* of the teachers and the contexts they are being trained to teach. It is important for any training context to localise their training as Johnson & Golombek (2020) mentioned. Local needs and considerations should be identified, and proper solutions should be found and added to the online training programme pedagogy.

The next step in the process is to consider and implement a framework for the use of technology in the online training framework. For this reason, my *Technology-enhanced training framework* contribution which I proposed and discussed in (section 6.3.6) can be considered and implemented into the framework.

I believe what is required at this stage is to use an established framework such as the TPACK framework to focus on the role of technology in the online programme framework.

The next stage in this process is considering how AI can support teachers in their training, train teachers properly and raise their awareness of AI-powered tools. Training teachers to use AI in their lessons can be an integrated part of the online programme framework.

The final stage in proposing an online language teacher training programme framework is proposing activity theory system analysis and contradictions as an internal framework for evaluating the programme.

The value of my proposed online language teacher training programme framework for the researchers in the field is to propose a new comprehensive framework for online language teacher training programmes which was missing in the literature and can add new arguments and research opportunities to the existing literature.

6.4 Conclusion

In this chapter, I discussed the findings of this study in two sections. In the first section, I presented a synthesis of the findings to create an overview of the most important findings of this study. I synthesised the most important findings that I had analysed in detail in Chapter five. The criteria for what was important to present in this section were based on my main research questions below:

- What are the systemic relationships that frame the delivery and experience of a large-scale online language teacher training programme?
- What contradictions do CELTA Online course participants regularly confront during their course?

In the second section, I discussed my contributions and their values for the literature I reviewed, and I mapped them with the identified themes I had highlighted in Chapter two. In total, I discussed eight contributions and mapped them to their themes and areas in the literature. I also managed to propose a contribution by combining all eight contributions to form a framework for designing an online language teacher training framework. In this chapter, I have drawn together the contributions to the knowledge and in the next chapter I will answer the research questions and reflect back on the project and consider its implications for practice and policy.

Chapter 7: Conclusion

7.1 Introduction

In Chapter six, I examined the findings of this study. The primary objective of this chapter is to provide a comprehensive overview of the study and to outline practical recommendations based on the discussions presented in the previous chapter. Throughout this thesis, my aim was to investigate the provision and experience of the Cambridge CELTA Online course as an accredited English language teacher training programme, utilising activity systems analysis. The contribution of this thesis extends to the existing literature on English language teacher training.

The overall structure of Chapter seven will be as follows:

- 7.2 Addressing the research questions, findings and contributions: In this section, I will address the research questions designed for this study and demonstrate their alignment with the identified gaps in the literature. Additionally, I will highlight the key findings and contributions of this project.

- 7.3 Contributions to scholarship: This section will delve into the primary contributions of this study to scholarship, emphasising the unique insights and perspectives it brings to the existing body of knowledge.

- 7.4 Implications for practice and policy: I will discuss the practical and policy implications derived from the findings of this project, outlining how the study can inform and influence practices and policies in the relevant field.

- 7.5 Limitations of the study: This section will highlight the limitations of the study, acknowledging potential constraints and areas where the research may fall short.

- 7.6 A reflective account: in this section, I will provide a reflective account of the study, offering insights into the research process, challenges faced, and lessons learned throughout the project.

- 7.7 Implications for future research: In this final section, I will outline the implications of this study for future research, suggesting potential avenues for further exploration and development in the field.

7.2 Addressing the research questions, findings and contributions

This research involved my active participation in a CELTA Online course as a researcher to observe and analyse the course dynamics. The theoretical framework employed for data collection and analysis was the activity theory system. This approach allowed for the identification of activity systems and the exploration of their contradictions.

As outlined in section 1.2 (Personal motivation) in Chapter one, the pivotal role of the CELTA course I undertook in 2008 served as a transformative moment in my professional journey. Drawing upon my passion and expertise as a CELTA tutor with a keen interest in integrating technology into English language teacher training, I gained a comprehensive understanding of the CELTA Online training system, which formed the core aspect of my research design.

The research question I formulated aims to delve into the experiences of participants in the CELTA Online course. In alignment with the literature analysis, my intention is to pinpoint factors pertinent to course participants and uncover contradictions within and between the CELTA Online teacher training course systems. By exploring the diverse features, changes, and interactions of elements within the CELTA Online teacher training course systems, coupled with identifying contradictions within and between the activity systems based on the elements discussed in Chapter three, I have been able to contribute to and expand upon the themes identified in the literature. In this study, I planned to answer this question and its four sub-questions below:

1. What are the systemic relationships that frame the delivery and experience of a large-scale online language teacher training programme?

Through my extensive literature review, I identified a significant gap in the existing studies, particularly in the absence of a profound systemic

understanding of the relationships crucial for the functionality of a language teacher training programme. Furthermore, the evolving role of technology for language teachers, transitioning from a supplementary tool to a fundamental aspect post-pandemic, was not adequately addressed. In response to these gaps, my research question emerges.

This project was undertaken to provide a comprehensive exploration of the relationships within the CELTA activity systems, serving as an exemplar of a large-scale online language teacher training programme. Figure 7.1 illustrates the network of all activity systems analysed and referenced in this study, along with their corresponding contradictions.
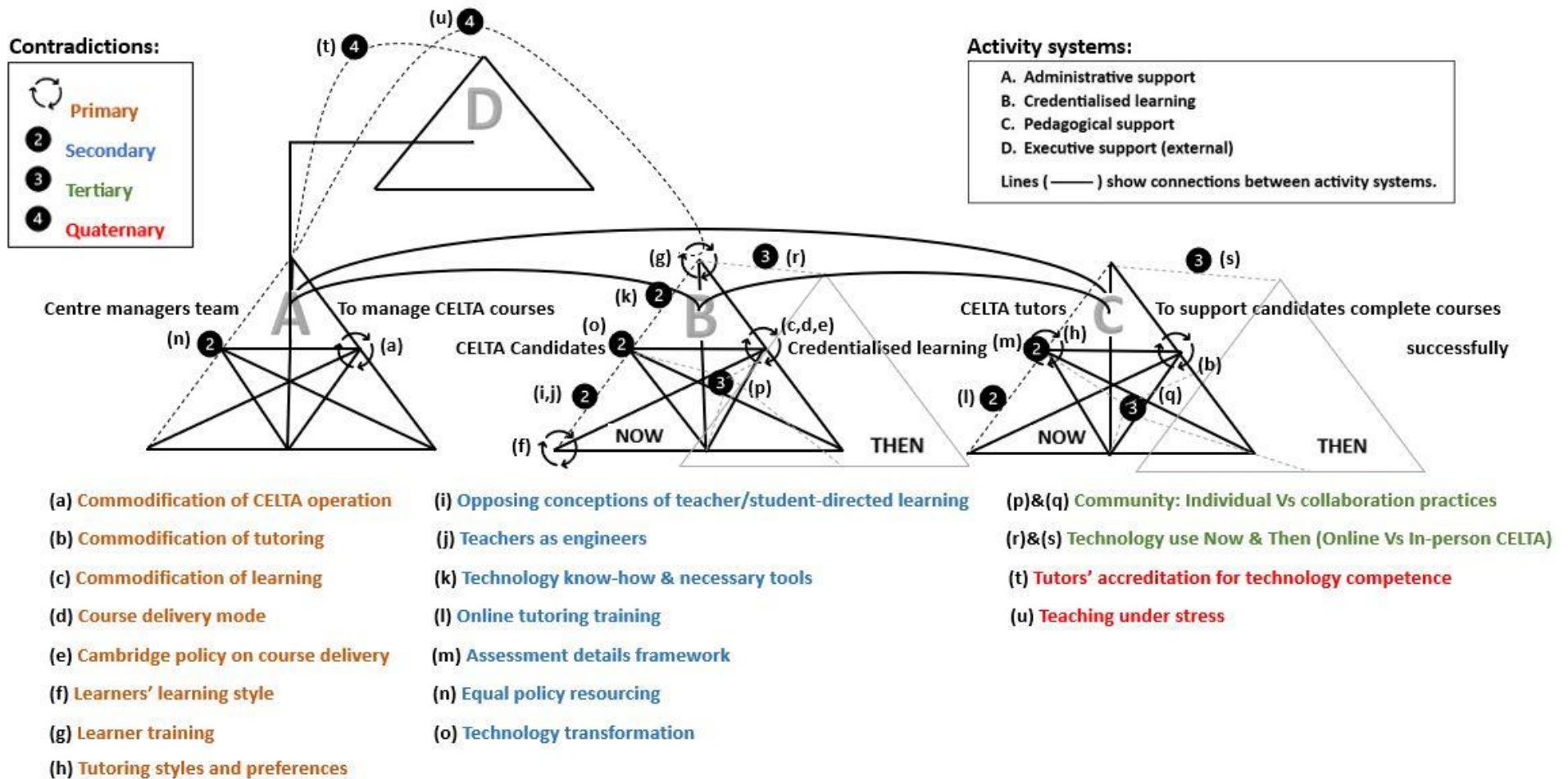
Contradictions:

- ↻ Primary
- ❷ Secondary
- ❸ Tertiary
- ❹ Quaternary

Activity systems:

- A. Administrative support
- B. Credentialised learning
- C. Pedagogical support
- D. Executive support (external)

Lines (——) show connections between activity systems.

Centre managers team · A · To manage CELTA courses
(t) ❹ (u) ❹ D
(n) ❷ (a)
(g) ↻ ❸ (r) (k) ❷
(o) CELTA Candidates ❷ · B · Credentialised learning (m) ❷ (c,d,e) (h)
CELTA tutors · C · To support candidates complete courses successfully
(i,j) ❷ ❸ (p) (l) ❷ ❸ (q) (b) ❸ (s)
(f) ↻ NOW THEN NOW THEN

(a) Commodification of CELTA operation
(b) Commodification of tutoring
(c) Commodification of learning
(d) Course delivery mode
(e) Cambridge policy on course delivery
(f) Learners' learning style
(g) Learner training
(h) Tutoring styles and preferences

(i) Opposing conceptions of teacher/student-directed learning
(j) Teachers as engineers
(k) Technology know-how & necessary tools
(l) Online tutoring training
(m) Assessment details framework
(n) Equal policy resourcing
(o) Technology transformation

(p)&(q) Community: Individual Vs collaboration practices
(r)&(s) Technology use Now & Then (Online Vs In-person CELTA)
(t) Tutors' accreditation for technology competence
(u) Teaching under stress

Fig 7.1: Activity network and all contradictions diagram

I have addressed this question comprehensively through my project, unveiling the intricate systemic relationships that shape the delivery and experience of CELTA as a significant online language teacher training programme. Figure 7.2 serves as a visual representation, outlining the systemic relationships between the four objects of the CELTA Online programme.

1.1. What are CELTA participants' objectives in participating in CELTA Online courses?

My findings underscore the interdependence of the provision and experience of the CELTA programme on three closely linked activity systems, each aligned with objects related to credentialised learning, pedagogical and administrative support. Additionally, there is an external system, briefly outlined in my analysis, focused on executive support. These four activity systems serve as the primary units of analysis in this study.

These are the four activity systems that constitute the primary units of analysis in this study:

- *Credentialised learning:* An activity system driven by CELTA candidates whose object is to obtain a CELTA certificate. The candidates' role in the community is to attend the course, follow the prescribed procedures, and acquire the necessary skills for certification.
- *Pedagogical support:* An activity system driven by CELTA course tutors. The object is to provide pedagogical support and development for candidates during the course. Tutors' roles in the community include training candidates, evaluating their work, and collaborating with each other to help candidates achieve their object.
- *Administrative support:* An activity system driven by CELTA centre managers. The object is to provide managerial and administrative support for the smooth running of CELTA courses. Centre managers' roles in the community involve supporting all participants in achieving their objects during the course.
- *Executive support:* An external activity system driven by the Cambridge English team. The object is to provide executive support for all course

participants and centres. The Cambridge English team's role in the community is to set regulations for all participants, centres, and assessors, providing overarching support and to deal with issues.

Fig 7.2 indicates the relationships between the four objects and highlights the common object in the CELTA Online programme.
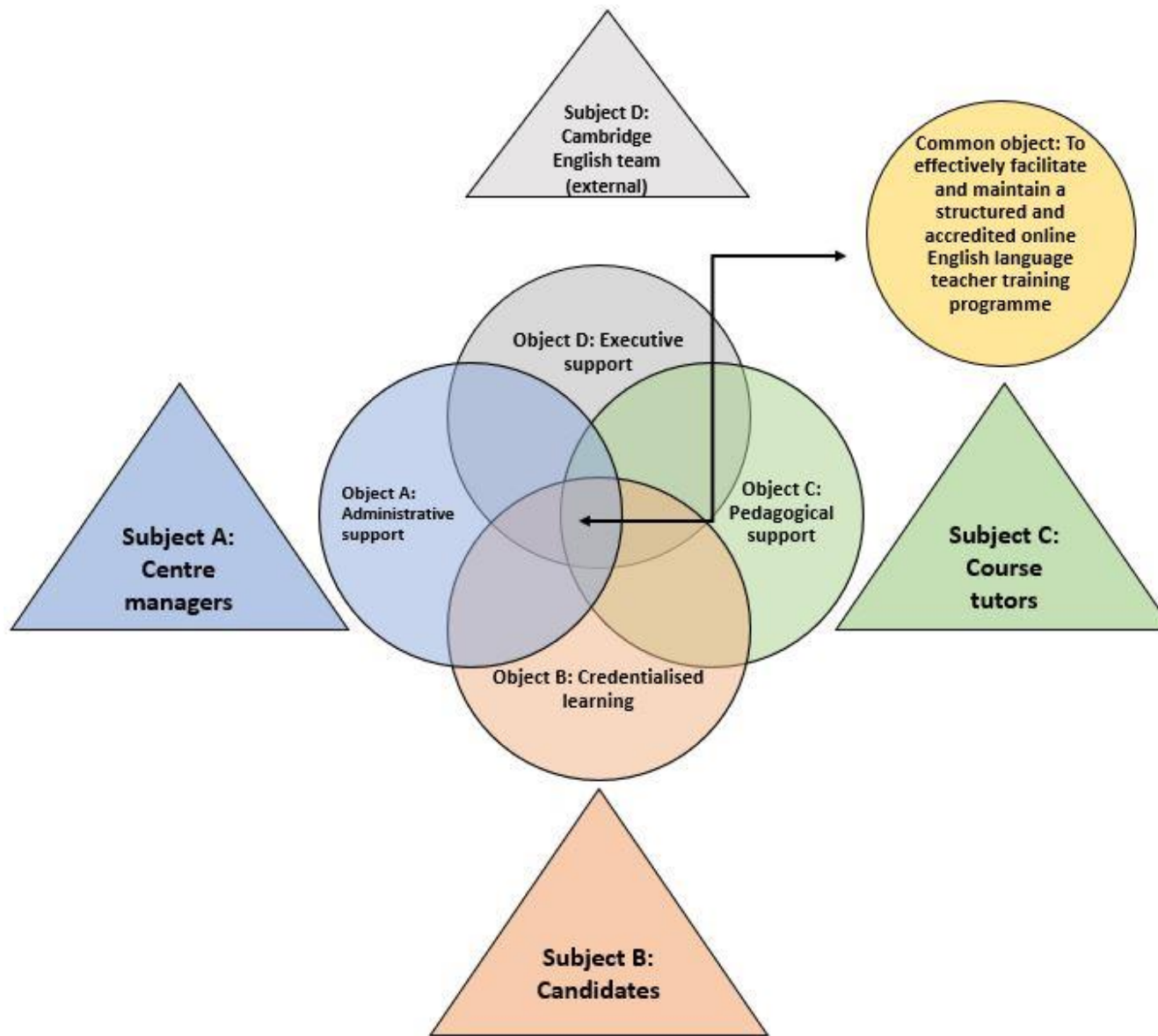
Fig 7.2: Relationships between the objects in the CELTA Online

I further addressed this question by identifying a common object shared among all four activity systems, which exists at the intersection of these systems. The common object is: *To effectively facilitate and maintain a structured and accredited online English language teacher training programme.* This common object is crucial for the successful operation and global recognition of the CELTA Online course over time. Within this common object, I identified two contradictions:

Contradiction 1: Between the use-value of offering a useful and standardised teacher training programme for individuals to participate in and the exchange-value, focusing on how the programme can practically operate in the market.

Contradiction 2: The programme needs to provide a maintainable and motivating course for participants, satisfying their needs while also implementing effective marketing strategies for successful long-term operation. This involves a delicate balance between participant satisfaction and operational viability.

1.2. How do CELTA participants perceive CELTA Online tools as helping them to achieve their training objectives?

To answer this question, I have identified the tool mediation in three internal activity systems in the CELTA Online course. The analysis of tools was based on how tools mediated between the subject and their object.

In the credentialised learning activity system I have identified four clusters of tools mediation in the system and categorised them into these mediation forms.

- Tools to demonstrate progress
- Tools to show standards of practice
- Tools to understand the course requirements
- Tools to keep track of own progress

Tools in the pedagogical support activity system were categorised based on two elements of the object in his activity system (supporting candidates and completion of the course) and into four clusters:

- Tools to support tutors in tutoring candidates
- Tools to support tutors to maintain standards of practice
- Tools to communicate course requirements to the community
- Tools to communicate a supportive atmosphere for the community

I identified three clusters of tool mediation in the administrative support activity system and categorised them into these mediation forms. These tool mediation forms are as follows:

- Tools to structure and resource CELTA courses
- Tools to understand Cambridge English regulations
- Tools to communicate requirements to participants

Fig 7.3 indicates the CELTA Online course tool mediation clusters in the three internal activity systems.

To demonstrate progress

To structure and resource CELTA courses

To demonstrate standards of practice

To support tutors in tutoring candidates

To understand Cambridge English regulations

To understand course requirements

To support tutors to maintain standards of practice

To communicate requirements of participants

To keep track of own progress

To communicate course requirements to the community

To communicate a supportive atmosphere for the community

Centres managers team

A

To manage CELTA courses

CELTA Candidates

B

To obtain CELTA certificate

CELTA tutors

C

To support candidates complete courses successfully

Activity systems

A. Administrative support
B. Credentialised learning
C. Pedagogical support

Fig 7.3: CELTA Online course tool mediation clusters in the three internal activity systems

1.3.   How does CELTA Online rely on a certain social structure to operate?

To address this question, I conducted an analysis of the Community and Division of Labour within each activity system, considering their shared principles. The analysis focused on how various course participants contributed to achieving the object. I identified seven layers of the community in this system. Fig 7.4 is a summary of these community layers.
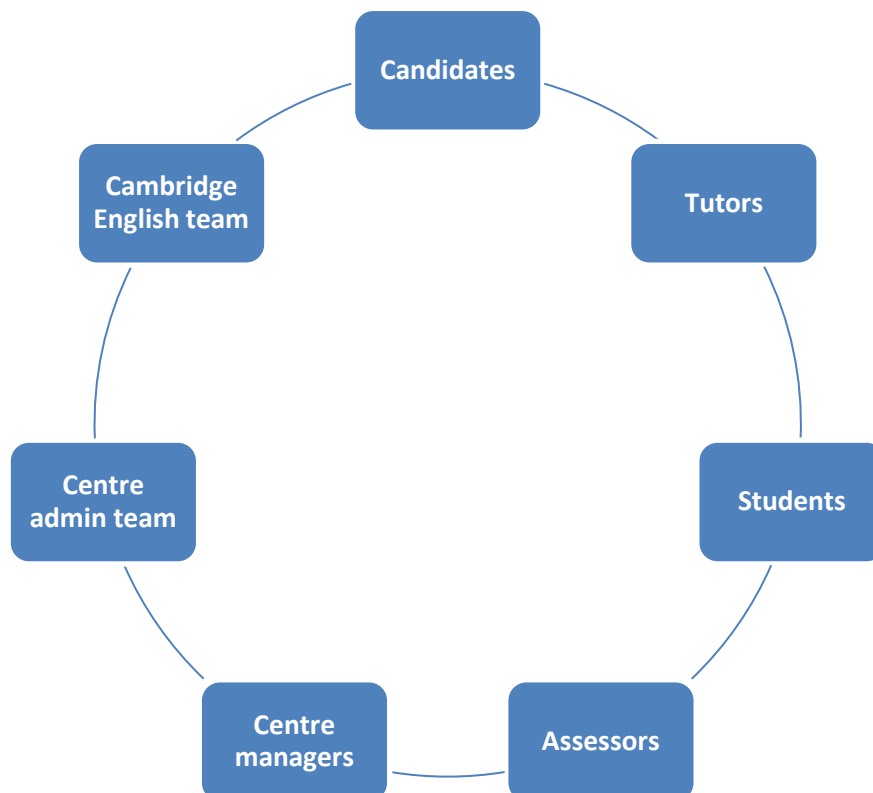
Fig 7.4: Summary of community layers

The Division of Labour within each activity system was identified by examining how different participants collaborated and the varied responsibilities assigned to each layer. In the credentialised learning system, the relationship between participants was delineated by their direct or indirect support for candidates in achieving their object. Direct collaboration occurred among candidates, tutors, centre managers, and students, while assessors, the admin team, and the Cambridge English team indirectly worked with candidates (refer to Fig 5.5).

In the pedagogical support activity system, I categorised the layers of the Division of Labour based on the degree of direct or indirect involvement of different participants with tutors. Those participants who directly work with tutors have more influential roles in the system and are better positioned to effect changes. Centre managers, assessors, tutors, and candidates work directly together, while the Cambridge English team, centre admins, and students work indirectly throughout the course (see Fig 5.6).

In the administrative support activity system, I categorised the layers of the Division of Labour based on the degree of closeness or casualness of different participants' work with managers. Participants who closely work with managers have more influential roles in the system and are better positioned to effect changes. Centre managers closely work with centre admins, the Cambridge English team, and tutors, and casually work with assessors, candidates, and students (see Fig 5.36).

In the credentialised learning activity system, I categorised the layers of the community based on whether they directly or indirectly supported the candidates (see Fig 5.6). For the pedagogical support activity system, I highlighted how the layers of the community worked with tutors, both directly and indirectly, and how their degrees of authority could influence the system (see Fig 5.16). In the administrative support activity system, I also emphasised how closely or casually participants worked with managers and how their degrees of authority might influence the system (see Fig 5.37).

Various rules governed the conduct of different stakeholders involved in the course, and it was evident that some rules were explicit while others were more tacit in all activity systems. I categorised the rules based on their relative explicitness or tacitness. In the credentialised learning activity system, I categorised the rules into the following groups (see Fig 5.7):

- Cambridge English responsibilities
- Rules for candidates
- Rules for using technology
- Common sense rules

In the pedagogical support activity system, I categorised the rules into the following groups (see Fig 5.18):

- Official responsibilities of tutors
- Cambridge English rules for tutors
- Centres responsibilities for tutors
- Common sense rules

In the administrative support activity system, I categorised the rules into the following groups (see Fig 5.39):

- Cambridge rules for centres
- Common sense rules

The hierarchies and dependencies between the different activity systems are indicated in Fig 7.5. Executive support holds the highest authority among all activity systems to set rules and support all participants, working independently. Administrative support is in the second position, and its work is dependent on the executive support activity. The third position belongs to the pedagogical support activity, whose responsibilities are arranged by executive and administrative support activities. Credentialised learning is in the last position and needs to follow the course requirements set by executive, administrative, and pedagogical support activities. Fig 7.5 illustrates the CELTA hierarchies and dependencies between the four activity systems.
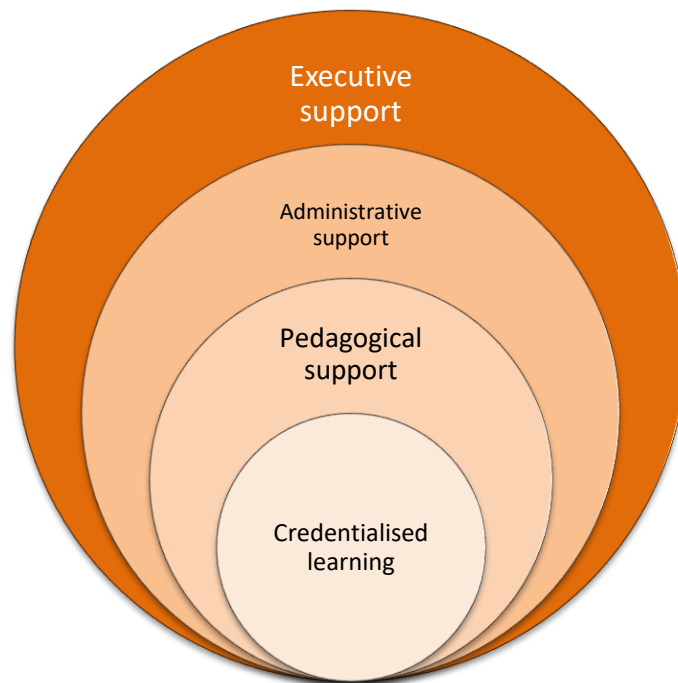
Fig 7.5: CELTA hierarchies and dependencies between four activity systems

1.4. What contradictions do CELTA Online course participants regularly confront during their course?

I managed to identify several contradictions that CELTA Online course participants usually confront during the course, which I discussed in each activity system in Chapter five. The discussion of each contradiction was based on how important the contradiction was, how much it was felt by the participants, and also what kind of changes were being driven by people experiencing the contradiction as an early indication of a change in the system. My findings focus on mapping the four activity systems and the contradictions within and between them. My analysis highlights several core contradictions that are crucial for shaping the experience on this programme. The analysis highlights how these contradictions are generated from within and between the four activity systems whose contours have been mapped by my analysis. The contradictions were categorised based on Engeström's (1987) framework, which categorises contradictions into four levels. The diagram in section 7.1 indicates the activity network and all contradictions.

In this project, as indicated in the diagram in Fig 7.1, I managed to identify a total of 21 contradictions within and between all four activity systems. Some of these contradictions affected the experience more than others, and I believe they are the main contradictions in this study.

There is a given number of value-conflicting contradictions operating in these activity systems. The three primary contradictions of *commodification of learning, commodification of tutoring, and commodification of CELTA operation* are all about the contradictions between the use-value and the exchange value in the three internal activity systems. I believe these are very important and affect the subjects and the way they are supposed to achieve their objects, based on the realities in the market.

There are also some structural contradictions where different parts of the systems do not fit together, such as secondary contradiction of *online tutoring training and equal policy resourcing* which reveal that some parts of the systems need to be changed to respond to the identified contradictions and for the future of the course.

There are some issues with how things have changed from before in the systems. The two contradictions of *community: Individual Vs collaboration practices* and *technology use now and then (Online Vs In-person CELTA)* discuss the changes I identified in the systems, which were different in the past and created some tertiary contradictions in the systems.

The two quaternary contradictions of *tutors' accreditation for technology competence* and *teaching under stress*, which are between the credentialised learning, administrative support, and executive support activity systems, indicate that there are issues between different activity systems that do not align and might affect the course participants, requiring careful consideration.

7.3 Contributions to scholarship

By analysing my findings and identifying relevant gaps in the literature, I have tried to contribute to the literature and fill the identified gaps that I discussed in

Chapter two. In total, I have discussed eight different contributions and mapped them to their themes and areas in the literature.

In response to debates in the literature about *how teacher training is understood in the literature* (section 2.4.1), my thesis contributes by introducing an "integrative model pedagogy" based on an analysis of my findings which I discussed in (section 6.3.1).

The second contribution is in response to debates about *the evaluation of language teacher training programmes* (section 2.4.2). My contribution is to introduce activity theory as a framework for internally evaluating language teacher training programmes based on an analysis of my findings which I discussed in (section 6.3.2).

My third contribution is introducing the "technology in pedagogy; a new proposition" proposition which was in response to the debates in the literature about *the future orientation of language teacher training programmes* (section 2.4.3). This proposed proposition can be added to Johnson & Golombek (2020) knowledge-base LTE (Language Teacher Education) pedagogy which I discussed in (section 6.3.3).

In response to the debates in the literature about *the challenges of integrating technology use into language teacher training programmes* (section 2.5.1), my thesis contributes the fourth contribution which is in the first place to verify the importance of adding a formal technology training component to language teacher training programmes and also to highlight some negative effects of the integration of technology use into language teacher training programmes which are missing in the literature and I discussed them in (section 6.3.4).

The fifth contribution is also in response to the debates in the literature about the *challenges of integrating technology use into language teacher training programmes* (section 2.5.1) is the idea of providing some informal channels embedded into the training pedagogy for trainee teachers to communicate informally with other trainees and support each other during their training programme instead of leaving informal training opportunities to trainee teachers

themselves. By providing informal channels for trainee teachers during a training programme, researchers can study the effects of using these informal channels on trainee teachers' development during their training. This contribution is based on an analysis of my findings which I discussed in (section 6.3.5).

Proposing a new type of challenge which was a "technology-enhanced training framework" to integrate technology into a language teacher training pedagogy is my sixth and another contribution in response to the debates about *the challenges of integrating technology use into language teacher training programmes* (section 2.5.1). The new type of challenge is using a framework to systematically integrate technology into language teacher training programmes. I propose a "technology-enhanced training framework" as a new type of challenge.

"Technology and language teachers' attitudes; hidden reasons" was the seventh contribution in response to the debates in the literature about *language teachers' attitudes toward adopting technology in their teaching* (section 2.5.2). It is to provide technology-use training opportunities for teachers during their training programmes to be able to identify hidden reasons behind teachers' attitudes towards the use of technology in their lessons. I discussed this contribution in (section 6.3.7).

The thesis concludes by proposing an "online language teacher training programme framework" in response to the debates in the literature about the *language teacher training transformation* (section 2.5.3). This contribution has been designed by combining all contributions in this thesis which I discussed in (section 6.3.8).

Fig 7.6 is the map of my contributions and their themes and areas in the literature. The online language teacher training programme framework has been designed based on all contributions.
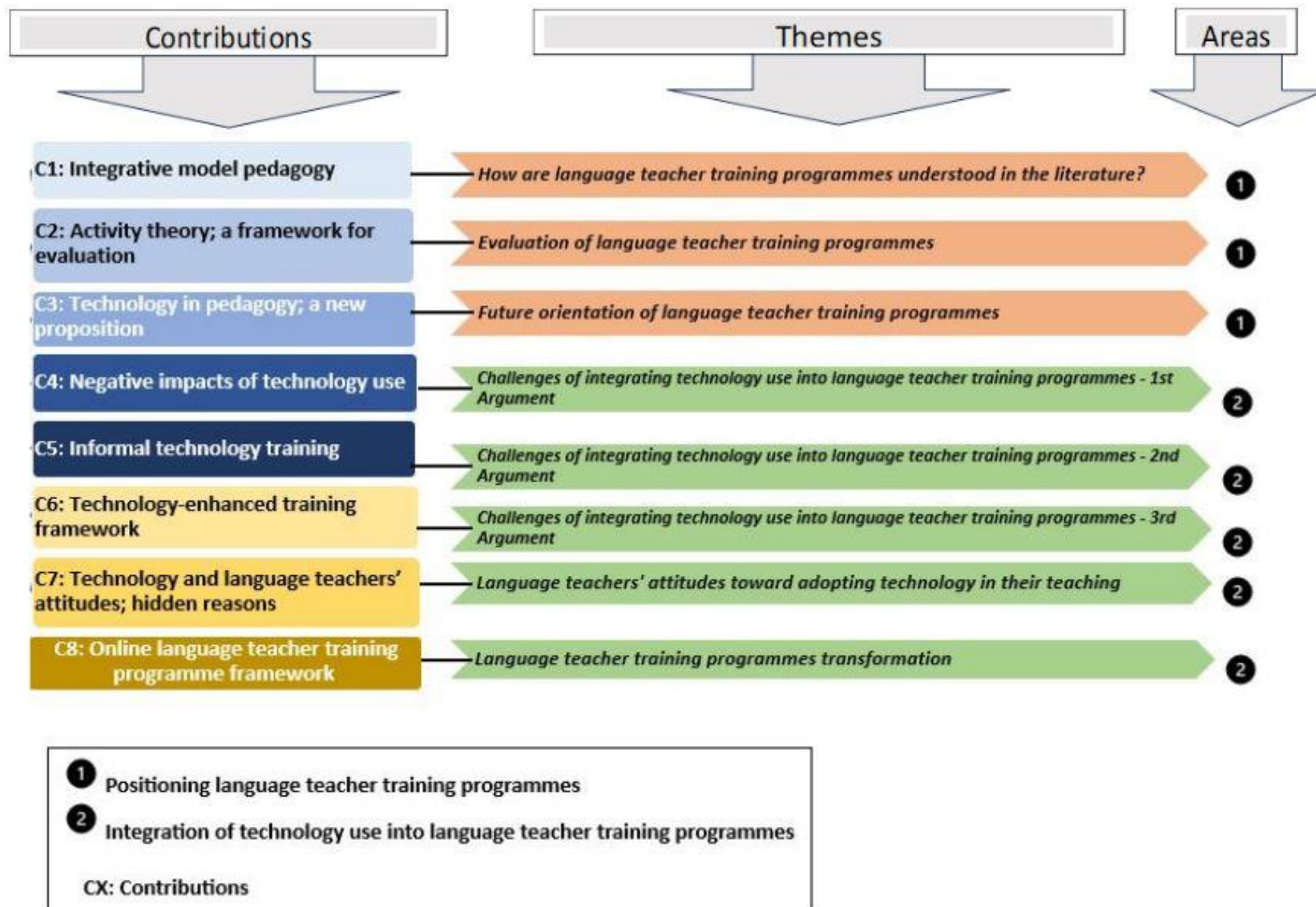
Fig 7.6: Contributions map

Fig 7.7 is to indicate how the contributions discussed in this chapter are aligned with the identified gaps in the literature.
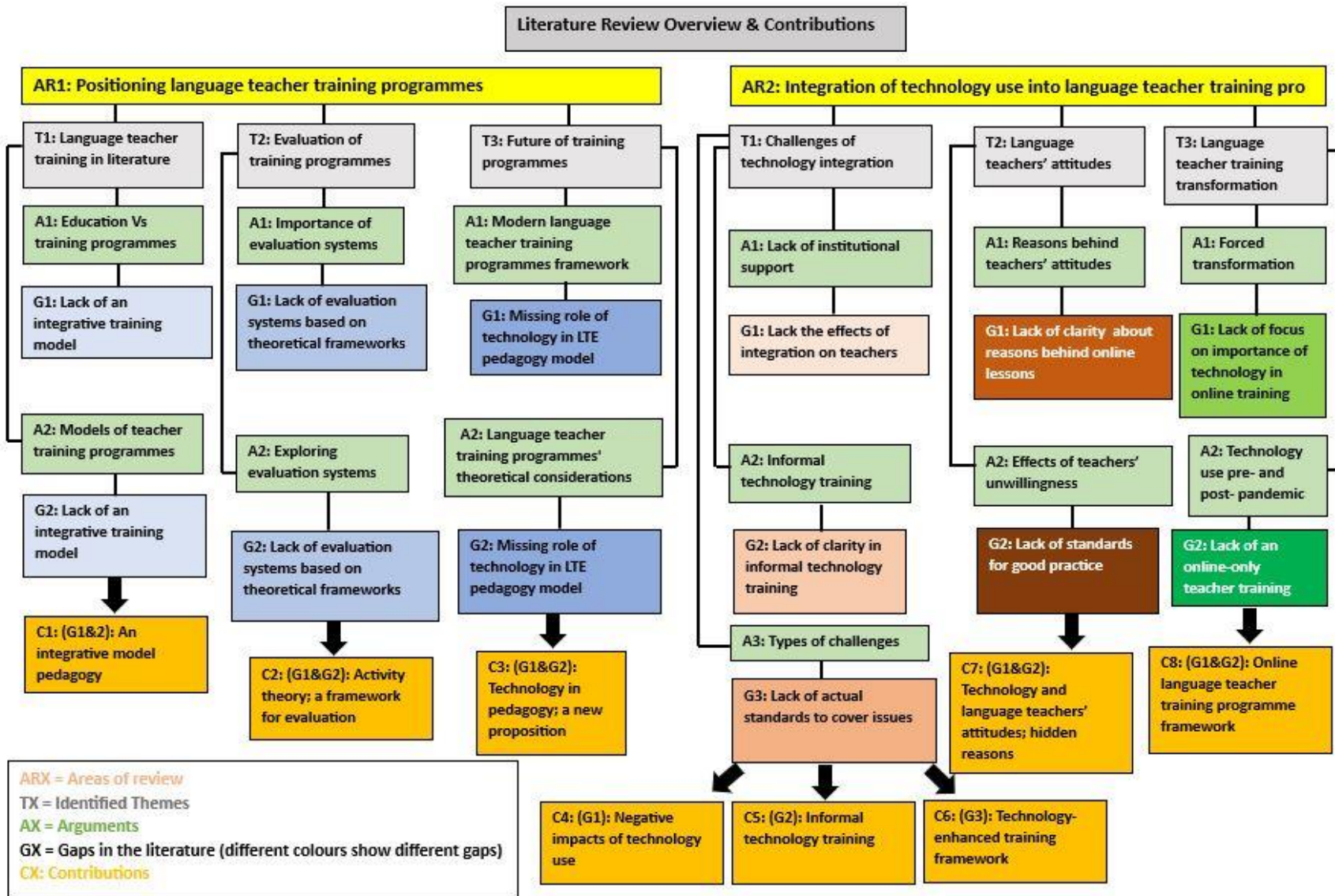
Fig 7.7: Literature review overview and contributions

7.4 Implications for practice and policy

In this section, I will present some implications of my contributions based on the discussions of findings I had in the previous chapter and the practice and policy contexts I defined in Chapter one.

The findings of this study have implications for the practice and policy of online language teacher training, particularly for accredited programmes like CELTA. Given that language teacher training programmes are traditionally designed for both in-person and online delivery modes simultaneously, creating programmes exclusively for online teaching requires careful consideration, policy development, and practical adjustments at various levels. This study, by identifying contradictions that suggest the necessity of specific online standards for training language teachers, holds implications for the operation of CELTA Online.

As highlighted in the *personal motivation* section in Chapter one, Cambridge English currently employs the same CELTA standards for training candidates in both in-person and online courses. The two contradictions identified and discussed in Chapter five, namely *Course delivery mode* (section 5.3.6.2) and *Cambridge policy on course delivery* (section 5.3.6.3), indicate that in-person and online delivery modes are not identical. This implies that online delivery modes may require specific revisions. Consequently, these findings can influence Cambridge English policies related to CELTA delivery modes and the integration of technology in CELTA Online policy development.

The findings of this project also hold implications for the practice of CELTA Online. The contribution of the *Online language teacher training programme framework* (section 6.3.8) can serve as an independent framework for CELTA Online to address the identified contradictions. This framework can be tailored specifically for CELTA Online based on the CELTA pedagogy. Below, I will outline how this framework can be practically adapted for CELTA Online courses.

My primary practical proposal in this study is the framework designed by considering all the other contributions I have made in this study. Language teacher training programmes, such as CELTA, prepare teachers for both in-person and online teaching situations, and there are currently no teacher training programmes exclusively for online teaching. Fig 7.8 presents *the CELTA Online language teacher training programme framework.* This framework is recommended for designing CELTA Online courses and can be valuable for the Cambridge English team and researchers involved in designing CELTA courses.
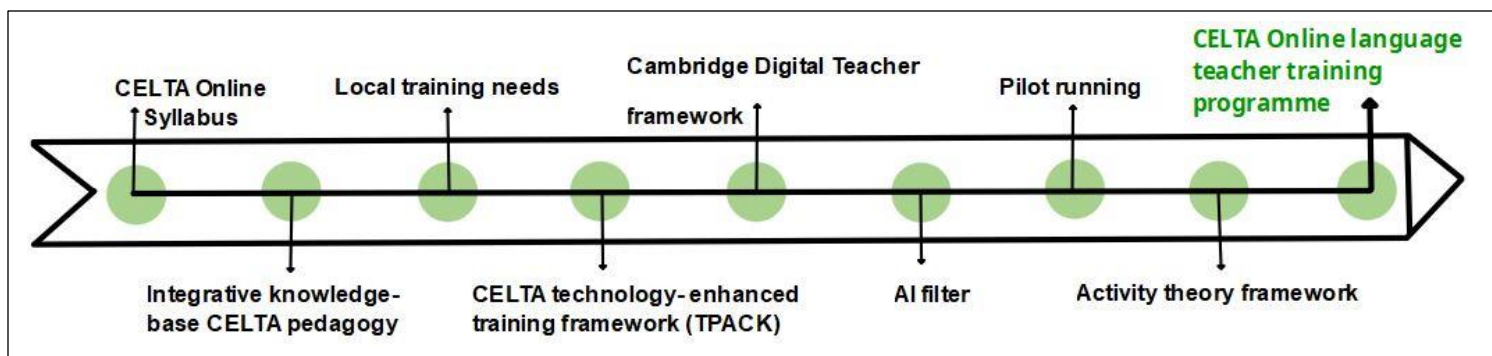
Fig 7.8: CELTA Online language teacher training programme framework

As Fig 7.8 illustrates, there are eight stages in this framework that guide the development of a CELTA Online course. In creating this framework, three pertinent frameworks, local training needs, and Artificial Intelligence (AI) capabilities have been considered and incorporated.

The CELTA Online Syllabus will be employed in this framework to emphasise the teaching principles of the course. I have put forth the CELTA Online Syllabus as the central reference for crafting the online training programme. I have revised the official CELTA syllabus and incorporated online considerations to cater to the requirements of an online syllabus. The official CELTA syllabus overview is provided in Appendix 4, while the proposed CELTA Online syllabus is available in Appendix 5.

The integrative knowledge-base CELTA pedagogy is a fusion of *the integrative model pedagogy and knowledge-base pedagogy,* as discussed in Chapter six. For the integrative model pedagogy stage, I propose modifications to the CELTA course based on the features of language teacher training programmes

outlined by Shulman (1992), Richards (1996), Woods (1996), Stoynoff (1999), and Crandall (2000), along with the three models introduced by Wallace (1991). I have analysed CELTA pedagogy using these features and recommend the following adaptations to the CELTA pedagogy:

1. To add one assignment to the existing assignments to focus on teachers' beliefs
2. To have a portfolio of candidates' teaching video recordings for developmental purposes,
3. To conduct action research and run "best practice" workshops by candidates during the course,
4. To use candidates' portfolios of work for formative and summative assessment purposes during the course.

For *the knowledge-base pedagogy* stage, I recommend designing a knowledge-base CELTA pedagogy based on the features of the knowledge-base pedagogy discussed in the previous chapter. I have scrutinised the CELTA course using the eight proposed propositions in the knowledge-base pedagogy and propose adaptations to the CELTA to align with the requirements of these propositions (see Appendix 7). In addition to the previously mentioned propositions, I suggest incorporating *a new proposition* to emphasise the role of technology in the course, as discussed in (section 6.3.3).

The next stage in this framework involves considering the training needs of local teachers. CELTA centres can assess the specific needs of their teachers and tailor the standards and procedures to address those needs effectively.

The subsequent stage in this framework involves integrating technology into the training framework. In this context, I propose *the CELTA Technology-Enhanced Training Framework*. This framework incorporates the TPACK model to design technology-related components within CELTA, accompanied by a set of standards. These standards can guide tutors in training programmes to regulate the use of technology in language lessons. They are intended for use as part of CELTA's criterion-referenced standards, assessing candidates' competence in using technology. The standards, provided in Appendix 10, are formulated as

responses to technology-related issues identified in the literature on integrating technology into language teaching.

Relevant considerations regarding the incorporation of formal and informal technology training components, as well as teachers' attitudes toward using technology in their teaching, should be integrated into the design of the CELTA Technology-Enhanced Training Framework.

The subsequent stage in proposing the CELTA Online training programme framework involves utilising *the Cambridge Digital Teacher Framework* to establish the use of technology in the programme. This framework has been designed for teachers to evaluate their digital skills and identify areas for improvement. The framework can be employed by individual teachers or course designers to implement the essential criteria in their training programme. A screenshot of the assessment criteria for language teachers' page to assess their technology use competence is provided in Appendix 9.

This assessment criteria can be employed as a framework to assess the technology-related components of the online programme framework. Cambridge Digital Teacher Framework details are available in Appendix 8.

Considering *Artificial Intelligence (AI)* and AI-powered tools in the CELTA Online framework is the next stage in this framework. AI has implications for language teacher training programmes, such as assisting teachers in designing more personalised lessons for their students and aiding in more efficient lesson planning based on actual students' needs and preferences. Training teachers to use AI properly during the CELTA Online course needs to be added to the framework.

The next stage in this framework is to pilot run a course and identify potential problems. For evaluating the course, I have suggested using *the activity theory framework.*

The practical recommendation in this section is to upgrade the CELTA Online programme based on the contradictions identified in this study and find practical

solutions for the betterment of the programme. I have analysed the contradictions and suggested probable solutions for the future of the CELTA Online programme. The list of all the contradictions I have identified using the activity theory framework and my proposed solutions for them is in Appendix 6.

In addition to the above-mentioned eight stages of the framework, I have proposed some additional suggestions about formal and informal training and considerations about teachers' attitudes towards the use of technology.

My recommendation for formal technology training is to design a technology-related training course based on the requirements of CELTA and integrate it into the CELTA course. This training course can be developed and added to the current asynchronous courses on the Cambridge English portal. The proposed structure of the course will be as follows:

- Technology for language teachers
- How to use Zoom? (Breakout Rooms, File sharing and Whiteboard etc.)
- Google Apps (Docs, Forms and Slides etc.)
- Essential Apps for language teachers (Wordwall and Kahoot! etc.)
- Technology and the future of language teaching
- AI and language teaching

The practical recommendation for informal technology training for CELTA is to design channels for candidates to informally contact each other during the course. These channels could be created as part of the course, such as forums and wikis. Forums are available on the Cambridge portal, and course developers need to create topics and encourage candidates to use them.

My proposal, considering teachers' attitudes toward using technology in their teaching, is to revise CELTA planning and teaching criterion-referenced standards (Appendix 1) and allow candidates use them as criteria for using technology in their teaching. In this case, their attitude toward using technology might be more positive. I have revised the CELTA planning and teaching criterion-referenced standards and prepared CELTA planning and teaching criterion-referenced standards for technology use (Appendix 2). Here are two

sample revised standards. The revised standards relevant to technology use have been underlined:

- 4c: selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson <u>using relevant technology</u>
- 1b: <u>teaching a class with an awareness of what tools/Apps/resources learners need and are interest</u>

In addition to Cambridge English, the findings of this study have implications for the policy and practice of language teacher training for governments, such as the government of Malaysia, as I mentioned in Chapter one, the personal motivation section. My *CELTA Online language teacher training programme framework* can be considered a practical solution for policymakers in the government of Malaysia in their blueprint to train local language teachers. The framework can be adapted to meet the local needs of the teachers and use their pedagogy. As the CELTA framework has been developed based on the CEFRL standards, policymakers can also ensure that teachers who complete the training courses successfully have C1/C2 language proficiency, which has been part of the government of Malaysia's objectives for their local teachers.

7.5 Limitations of the study

In this section, I will highlight the limitations I experienced in this study. My goal in this study was to understand the systemic relationships that frame the delivery and experience of a large-scale online language teacher training programme. I used activity theory systems analysis and analysed four closely related activity systems and their contradictions within and between the systems. I experienced some limitations at different stages of this study.

One limitation is the lack of proper and sufficient data in some cases during the course I observed. For example, I did not have any data about the way both centre managers established work relationships, which was important to have to justify their collaboration. My data set did not allow me to discuss how the working relationship between the managers had been developed, but I could highlight that both of them worked closely together as a team and made all

course-related decisions together. I believe the impact of this limitation on the findings was not outstanding because I did not need this missing data to analyse any contradictions, and it was used only to define the subject of the administrative support activity system. It would be ideal to have proper data to make it clear how they established their work relationships, but the available data set did not allow me to discuss this any further. To address this limitation, I acknowledged this limitation in the findings where I introduced the centre managers as the subject of the administrative support system.

Another limitation in this project is related to the fact that the course I observed was a typical CELTA course, and the contradictions of the system were limited to the course participants who completed that course only. As a CELTA tutor myself, I usually experience different contradictions in different courses that I tutor, which I did not experience during my data collection period. For example, recently I had a CELTA candidate who was a computer expert, and the way he used technology to plan and teach his lessons was beyond the standards we use to assess candidates. His excellent technology use and understanding of how to use advanced technology in his lessons caused some confusion for his students and his partner candidates. This case could be a potential contradiction to analyse and discuss, as it is more probable that some candidates who are computer-savvy participate in the course, and it seems necessary to have proper standards to assess them. All I have discussed in my findings were related to developing candidates' understanding of technology, and I did not have any data to discuss cases in which candidates were experts in using technology. Although this case seems relevant to my project as I intended to find the position of technology in language teacher training, I have not had many cases to believe that it would have an impact on my study.

One more limitation of this project is that I am presenting the findings in a format that is useful for the academic community, but it is quite challenging to effect institutional change in the research site based on the discussed findings. My initial motivation was to help change some practical aspects of CELTA Online by proposing solutions for the betterment of the CELTA Online courses, specifically highlighting how to integrate technology into CELTA Online courses

and train candidates based on specific standards. However, I am not sure if I can change anything in the research site. This limitation arises from the nature of CELTA as my research site. I could not find any channel to present the findings to the Cambridge English team and suggest solutions as I hoped to do as part of my motivation to conduct this study.

I believe my findings stem from a deep investigation of contextualized systems that I analysed during my study. "Activity Theory draws our attention to how forms of activity develop, in a historical sense, as a result of people striving to overcome contradictions within and between activity systems" (Bligh & Coyle, 2013, p. 354). Although this is a case study and requires collecting data from one case only, and all CELTA centres around the world are recognized and monitored by Cambridge English and required to maintain Cambridge English's set of standards, the findings from different courses could be different, which some readers might think is a limitation. However, I do not perceive it as a limitation in this project. The candidates in the course I observed had different backgrounds and experiences. Different candidates have diverse experiences, backgrounds, and needs, which shape the way each course is structured. I believe this could be a limitation of the nature of reality and is not related to the methodologies I used in this study.

The final limitation I would like to mention is that I did not set out to map the executive support, the fourth activity system. I noticed its importance when I was in the middle of the project, and so I tried to include it in my narrative as best I could, but I did not have particularly detailed data on that activity system, and this might impact my analysis in various ways. I could not collect any data to analyse the executive activity system similar to other activity systems because it was another research site. Collecting data from the Cambridge English team requires a separate project and research design.

7.6 A reflective account

This thesis presents a case study of an in-depth analysis of online English language teacher training. By conducting this study, I managed to find a

systematic view of language teacher training programmes and their internal evaluation systems. Using activity theory as a framework to analyse the CELTA activity systems and identifying their contradictions meets my motivation as a practitioner in the field. By analysing the data, I realised the necessity of having a theory-based framework for the CELTA Online course, and also, I could find contradictions to identify challenges in the integration of technology into language teacher training programmes. Using activity theory as a framework to evaluate teacher training programmes and suggest solutions for the betterment of the programmes was an important contribution of this study, which I believe I might be able to use in practice to evaluate teacher training programmes. I also believe my contribution to an online language teacher training programme framework can be considered by researchers and practitioners in the field as there are both theoretical and practical aspects in the framework.

By conducting this project, I managed to meet my original motivations and aspirations mentioned in Chapter one. One major motivation was my conviction that technology can transform language teacher training, and it is essential to reconsider how it can be implemented in training programmes appropriately. Conducting this project made me realise that technology has a significant impact on online language teacher training programmes, as teachers have no choice but to use technology to teach. The more I proceeded with my analysis, the more I became sure that it was necessary to highlight the role of technology in language teacher training programmes. I also understood that there should be a distinction between language teacher training programmes that prepare teachers for in-person and online teaching classes. I found proper evidence to suggest one separate framework for online language teacher training programmes.

Another aspect of this study that I would like to reflect on is the fact that CELTA is not an easy site to approach for researchers if they are not insider researchers. The CELTA main documents and resources, which I had access to and analysed, are only accessible to CELTA tutors and centres. If outsider researchers intend to conduct a study on CELTA, they need to have access to various CELTA-related resources, which makes it difficult to obtain. This might

affect the outcome of any study if researchers do not have access to the site and related resources. As a CELTA course tutor, I had access to CELTA Online courses and Cambridge English support resources and used them in different stages of my study. Being an insider researcher was another aspiration for me to conduct this project, as I believed that there were not many insider researchers who were conducting studies about CELTA Online.

Another aspect of this study that I believe is important for me to reflect on is the fact that this study is original, and not many studies have been done so far similar to this one due to the fact that CELTA Online is a new project introduced by Cambridge English in 2021. The findings of this study can contribute to the literature by adding new discussions and debates and future studies. CELTA Online has been designed based on CELTA in-person pedagogy, and so far, there is no CELTA Online-only pedagogy, which I believe this project can contribute and suggest appropriate standards and frameworks for a proper CELTA Online pedagogy and framework that could be used by course designers.

Technology has become an integral part of all aspects of our lives, including teaching and learning. It seems necessary to consider the integration of technology into teacher training programmes to meet the needs of today's students. Technology is no longer a supplementary option for teachers to choose in their lessons, especially in online settings. For this reason, I believe this study can be useful for preparing teachers for the future. In this study, I highlighted the use of AI in training programmes, which I believe will become an integral part of language teacher training programs in the future.

I believe using activity theory in this study instead of other relevant theories was a proper decision. By analysing the CELTA Online course using activity theory elements and identifying contradictions, I managed to have a systematic view of online training programmes. By using activity theory, I managed to identify and analyse four related activity systems and their contradictions, which I believe helped me to understand online language teacher training systems clearly.

The observation of online classes, as conducted in this study, adds a valuable dimension to the research. By directly observing lessons, I was able to identify contradictions and gain insights that might not have been accessible through other research methods, such as surveys. While arranging observations posed challenges, the depth and authenticity of the data collected from actual online lessons enhance the robustness of the study. This approach allowed for a more nuanced understanding of language teacher training programmes, contributing to the richness of my findings. I also believe there are some areas that I would continue to find in the future by conducting further research as an extension to this project. I will discuss this in the next section.

7.7 Implications for future research

By conducting this project, I realised that some new research areas can be considered as either extensions of this study or new research areas. This study adds some new arguments to the literature on some issues related to its findings such as:

- The importance of having an online-only language teacher training framework
- The necessity of having proper standards to evaluate teachers' technology use competence
- The effects of having proper technology-related support for teachers and their attitude towards using technology in lessons.

Since the role of technology in today's world has changed, several research opportunities are available for researchers.

Certainly, exploring the effectiveness of using activity theory as an evaluation tool for language teacher training programmes systems is a promising avenue for future research. This could involve a broader investigation into how activity theory can be applied across different language teacher training programmes, considering variations in programmes structures, goals, and contexts. One potential area of focus for this research could include *implementation strategies*. Investigate best practices and strategies for implementing activity

theory in the evaluation of language teacher training programmes. This could include guidelines for researchers and practitioners on how to effectively apply activity theory principles. Overall, this potential research could contribute to the development of a robust evaluation framework for language teacher training programmes, enhancing our understanding of how different components within these programmes interact and contribute to overall effectiveness.

As discussed in the concluding chapter, emphasising the effects of technology usage on teachers and their performance is crucial. This aspect opens up new research opportunities for authors in the field. My findings endorse the discussion advocating the necessity of formal technology training for language teachers, urging its inclusion in teacher training programmes. Additionally, I contribute to addressing the identified gap in this theme, particularly regarding the negative impacts of technology use in lessons on teachers and their performance, by adding further arguments to the existing literature. Some potential studies could be conducted to answer the following arguments:

- What are the effects of using technology in lessons on language teachers' mental health?
- What are the effects of using technology in lessons on language teachers' performance?
- What are the effects of using technology in lessons on students learning?

Another potential future research opportunity would be to explore how an online language teacher training programme framework, which I suggested in my contributions, can assist teachers in their training and prepare them for online classes. Since this framework is new and proposed for online classes only, some new studies on the effectiveness and identification of potential problems of the framework could lead to its future development.

Another potential future study would involve establishing an online teaching methodology specifically focusing on teaching methods for language skills and systems in online contexts. As a result of this study, it seems necessary to differentiate between in-person and online teaching situations. Currently, the methodology used for online teaching is the same as that used for in-person

teaching, with some adaptations to integrate certain tools into the methodology. A comprehensive study to highlight online-only teaching methodology can be the focus of some future research.

As a result of my study and in response to one of the limitations I discussed earlier, one potential study could be conducting a similar study with candidates who have excellent technology use competence and explore how they use technology in their lessons and how students benefit from this. This is a new extension to my study since, based on my data, I needed to focus on contradictions in which candidates have issues with technology, and I did not have any candidate with excellent technology use competence.

One more potential area I would suggest for future research would be to explore the application of relevant technology, especially AI-powered tools, for language teacher training programmes. AI-powered tools are being developed and can be a proper area for research. The application of AI-powered tools can be explored, and relevant teaching methodologies based on the tools can be studied and suggested.

Another potential research opportunity I would like to highlight here is conducting similar research on the Cambridge DELTA course. The research site for this study was CELTA. Cambridge DELTA is another language teacher training programme in which the position of technology plays a great role but there are not many studies available in the literature to focus on DELTA so a similar project can be considered as a future study in this area.

The final potential area I could suggest is designing a future project which could look in more detail at that fourth activity system (executive support). Although this activity system was part of my study, I did not manage to comprehensively analyse this activity and its relationships with the other three activity systems. A potential future project might find more contradictions and lead to more contributions and could shed more light on the CELTA Online programme.

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Appendices

Appendix 1: CELTA planning and teaching criterion-referenced standards

	Candidates can demonstrate their learning by: **TOPIC 4 – PLANNING AND RESOURCES FOR DIFFERENT TEACHING CONTEXTS**
4a	identifying and stating appropriate aims/outcomes for individual lessons
4b	ordering activities so that they achieve lesson aims
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 lesson
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 the light of the learning process and suggesting improvements for future plans

	Candidates can demonstrate their learning by:
	TOPIC 1 – LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT
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
	TOPIC 2 – LANGUAGE ANALYSIS AND AWARENESS
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, form and phonology to an appropriate depth
2f	showing awareness of differences in style and register
2g	providing appropriate practice of language items
	TOPIC 3 – LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING
3a	helping learners to understand reading and listening texts
3b	helping learners to produce oral and written language

	Candidates can demonstrate their learning by: **TOPIC 5 – DEVELOPING TEACHING SKILLS AND PROFESSIONALISM**
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 and 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 2: CELTA planning and teaching criterion-referenced standards and technology use (The revised standards relevant to technology use have been underlined.)

Candidates can demonstrate their learning by: **TOPIC 4 – PLANNING AND RESOURCES FOR DIFFERENT TEACHING CONTEXTS**	
4a	identifying and stating appropriate aims/outcomes for individual lessons
4b	ordering activities so that they achieve lesson aims
4c	selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson <u>using relevant technology</u>
4d	presenting the materials for classroom use with a professional appearance <u>using relevant technology</u>, 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 <u>for in-person/online classes</u>
4g	ensuring balance, variety and a communicative focus in materials, tasks and activities
4h	allocating appropriate timing for different stages in the lesson
4i	analysing language with attention to form, meaning and phonology and using correct terminology
4j	<u>anticipating potential difficulties with the use of tools/Apps/Websites</u>
4k	anticipating potential difficulties with language, materials and learners
4l	suggesting solutions to anticipated problems
4m	<u>suggesting solutions to anticipated problems for using relevant tools</u>
4n	using terminology that relates to language skills and subskills correctly
4o	working constructively with colleagues in the planning of teaching practice sessions <u>and suggesting technology use</u>
4p	reflecting on and evaluating their plans in the light of the learning process and suggesting improvements for future plans <u>and the way they can use relevant tools in the lessons</u>
Candidates can demonstrate their learning by: **TOPIC 1 – LEARNERS AND TEACHERS AND THE TEACHING AND LEARNING CONTEXT**	

1a	teaching a class with an awareness of the needs and interests of the learner group
1b	teaching a class with an awareness of what tools/Apps/resources learners need and are interest
1c	teaching a class with an awareness of learning preferences and cultural factors that may affect learning
1d	acknowledging, when necessary, learners' backgrounds and previous learning experiences
1e	establishing good rapport with learners and ensuring they are fully involved in learning activities
1f	using relevant and easy-to-use tools to develop students learning
	TOPIC 2 – LANGUAGE ANALYSIS AND AWARENESS
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 using proper tools if applicable
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, form and phonology to an appropriate depth using proper tools if applicable
2f	showing awareness of differences in style and register
2g	providing appropriate practice of language items
2h	providing appropriate tools for students to practice language items
2i	**TOPIC 3 – LANGUAGE SKILLS: READING, LISTENING, SPEAKING AND WRITING**
3a	helping learners to understand reading and listening texts using proper tools if applicable
3b	helping learners to produce oral and written language using proper tools if applicable
Candidates can demonstrate their learning by: **TOPIC 5 – DEVELOPING TEACHING SKILLS AND PROFESSIONALISM**	
5a	arranging the classroom/online lesson appropriately for teaching and learning, bearing in mind safety regulations of the institution and online safety considerations

5b	setting up <u>relevant tools</u> and managing whole class and/or group and individual activities as appropriate
5c	selecting appropriate teaching techniques in relation to the content of the lesson for <u>in-person/online lessons</u>
5d	managing the learning process in such a way that lesson aims are achieved
5e	making use of materials, resources, <u>tools, Apps</u> and technical aids in such a way that they enhance learning
5f	using appropriate means <u>(for in-person/online lessons)</u> 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	<u>helping learners troubleshoot any technology-related issues</u>
5l	beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners
5m	maintaining accurate and up-to-date records/<u>e-records</u> in their portfolio
5n	noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators
5o	participating in and responding to feedback

Appendix 3: The administrative timetable for centres

8.1 Before the course starts

4 weeks before course start	CELTA Admin. Team	Centre	Course Tutors

Flowchart — **Centre** column:
- Cente submits **Course Date Notification** form in Appian
- Centre checks course tutors are accredited
- Centre request assessor log in details for Appian (via CELTA Admin.) - if required - and send to assessor (with Appian URL)
- Centre submits **Entry Form** in Appian
- Centre sends link to candidate information sheet to candidates on course
- Centre ensures all candidates have read and understood candidate agreement

CELTA Admin. Team column:
- CELTA Admin. approve course in Appian
- Notification Reference Number is provided via an automatic email to the centre
- Automatic email is sent from Appian to confirm entry has been submitted

Course Tutors column:
- Course tutor(s) contact a verified assessor and make arrangements for the assessment in the latter part of the course.
- Notification Ref. No. is sent to assessor

Left margin labels:
- 4 weeks before course start
- 2 weeks before course start
- 1-2 weeks before course start

8.2 During the course

The course tutors must ensure that candidates are aware of centre policies and CELTA 5 document content (inclusive of roles and responsibilities and appeals procedure).

Centre obtains written confirmation candidates understand policies, roles, responsibilities and procedures.

Course tutors provide guidance on maintaining the CELTA 5 document and candidate portfolio.

Throughout the course, tutors arrange tutorials with candidates and ensure that progress records are completed and check that candidates are completing course records and keeping portfolios up-to-date.

Course tutors confirm arrangements for assessment and make relevant documentation available to assessor prior to assessment (including previous assessor report).

Assessor confirms assessment arrangements and clarifies documentation needed (as appropriate).

Course tutors submit **Centre Grade Form** via Appian 2-3 days before scheduled assessment date.

Assessor meets with candidates, reviews portfolios and observes teaching practice.

Course tutors and assessor hold grading meeting.

Assessor completes **Assessor Report** form but does **NOT** submit it.

On the final day of the course, course tutors ensure that candidates' portfolios (paper or electronic) are complete and that course records have been signed/confirmed.

Column headers: Centre | Course Tutors | Assessor

Side labels: At the start of the course | During the course | Course assessment

8.3   After the course is completed

After course is completed

CELTA Admin. Team	Centre	Course Tutors	Assessor
		Course tutors confirm all final candidate grades for assessor with supporting rationales (esp. where provisional and final grades differ)	The assessor reviews final grades and rationales, making contact with centre as needed
			Assessor reviews and submits **Assessor Report** form (including final grades with grading rationale) via Appian
CELTA Admin. provide link for secure upload of course materials in preparation for Grade Review meeting	Centre must provide digital portfolios of of any candidates graded Pass/Fail at the provisional grading meeting (where the candidate did not subsequently withdraw from the course). Centre must also provide portfolios of any candidates who have been recommended a final grade of Fail or any other work recommended by the assessor for scrutiny at the CELTA Grade Review	Course tutors check final grades via **Centre Grade Approval** form in Appian	
Grade Review		Course tutors produce end of course reports for candidates	
CELTA Admin. sends centre: certificates for successful candidates; results letters for Fail candidates (available via Appian Platform) and a copy of the course assessor's report (available via Appian Platform)	Centre checks the results issued on certificates against the final recommended results and contact CELTA Admin. if there are any discrepancies		
	Centre sends certificates to candidates and share recommendations and suggestions on running of course with tutors		

Appendix 4: CELTA syllabus overview

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 5: CELTA Online Syllabus

When 'classroom' is referred to throughout, it relates to the 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 online as an adult
1.3 Online learning and teaching preferences
1.4 (Online) 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 (and reading online)
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 (and listening online)
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
3.3.6 Speaking online
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
3.4.6 writing online
3.5 Teaching
3.5.1 Key strategies and approaches for developing learners' receptive and productive skills online

Topic 4 – Planning and resources for different teaching contexts
4.1 Principles of planning for effective online teaching of adult learners of English
4.2 Lesson planning for effective online teaching of adult learners of English
4.3 Evaluation of lesson planning for online lessons
4.4 The selection, adaptation and evaluation of materials and resources for online classrooms
4.5 Knowledge of commercially produced resources and non-published materials and classroom resources for teaching English to adults online

Topic 5 – Developing teaching skills and professionalism
5.1 The effective understanding of online platforms
5.2 The effective organisation of the classroom
5.3 Classroom presence and control
5.4 Teacher and learner language
5.5 The use of online teaching materials and resources
5.6 Practical skills for teaching at a range of levels online
5.7 The monitoring and evaluation of learning

5.8 Evaluation of the teaching/learning process
5.9 Professional development: responsibilities
5.10 Professional development: support systems and troubleshooting skills

Appendix 6: CELTA activity systems identified contradictions and proposed solutions

CELTA Online course activity systems contradictions

	Primary	Proposed solutions
1	Commodification of CELTA operation	Assessors to consider the issue and evaluate and advise
2	Commodification of tutoring	Assessors to consider the issue and evaluate and advise
3	Commodification of learning	Tutors to consider the issue and evaluate and advise
4	Course delivery mode	Separate framework for each delivery
5	Cambridge policy on course delivery	Separate policies for each delivery
6	Learners' learning style	Candidates/tutors to consider students learning styles in their planning
7	Learner training	Adding formal training for technology use to CELTA
8	Tutoring styles and preferences	Adding formal training for technology use to TinT
	Secondary	
9	Opposing conceptions of teacher/student-directed learning	Candidates' awareness raising on students' expectations and needs
10	Teachers as engineers	Adding formal training for technology use to CELTA
11	Technology know-how & necessary tools	Candidates' training to troubleshoot issues
12	Online tutoring training	Adding formal training for technology use to TinT
13	Assessment details framework	Updating Cambridge regulations
14	Equal policy resourcing	Cambridge to monitor centres on this issue
15	Technology transformation	Online CELTA framework
	Tertiary	
16	Community: Individual Vs collaboration practices	Providing online collaboration opportunities for candidates as part of the course
17	Technology use Now & Then (Online Vs In-person CELTA)	Online CELTA framework
18	Tutors' accreditation for technology competence	tutors are competent to use technology in their training
19	Teaching under stress	Online CELTA framework

Appendix 7: CELTA knowledge-base pedagogy suggestions

	Proposition	Recommended adaptations
1	Localised LTE pedagogy	The CELTA programme has some localised features, and no specific changes are necessary to be considered.
2	Language teachers' identity	I suggest an extra input session to focus on teacher/student-directed strategies to raise teachers' awareness of this proposition.
3	Explicit designing of training programmes:	No changes are necessary in the programme and all expected pedagogical and procedural features mentioned in this proposition are already designed.
4	Combining theory with practice	There are opportunities for teachers to consider theories and try to combine them with practice as mentioned in this proposition and no extra adaptation would be necessary for the programme.
5	Safe zones	To meet the requirements of this proposition I have two suggestions to be considered to add to the CELTA pedagogy: 1. Peer-teaching opportunities 2. Best practice workshops
6	Teacher trainers' roles	I suggested a revised pre-course task and interview questions to collect more specific questions about teachers and their context.
7	Self-inquiry practices:	A portfolio of self-reflection could be prepared by candidates during the course and submitted to Cambridge as a required document.
8	Students' role in training pedagogies	My suggestion is to involve students more and collect their feedback about the lessons and teachers and use the data to improve the programme.

Appendix 8: The Cambridge English Digital Framework for Language Teachers - The Digital Teacher (2023)

	Category	Definition	Sub-categories
1	The Digital World	Become a confident digital citizen. Navigate the digital arena safely, successfully and productively.	• Productivity • Information management • Digital citizenship • Legal issues • Digital welfare and safety
2	The Digital Classroom	Take a principled approach to selecting and integrating technology. Evaluate theories, methodologies and digital tools, and develop your language awareness for teaching.	• Theories and methodologies • Digital tools and resources • Online learning • Improving language proficiency • Improving language knowledge and awareness
3	The Digital Teacher	Take advantage of technology to widen your horizons and facilitate your professional development. Access an online teaching community, get support, develop your network, and record and share your thoughts and reflections.	• Reflection and development with digital tools and resources • Being part of a professional community
4	Designing Learning	Prepare for successful learning with digital tools and resources. Source and evaluate digital tools and resources, integrate them into your lesson and course plans, and use technology to help you organise learning content.	• Sourcing and evaluating digital resources • Collating and curating • Developing materials • Lesson planning • Course planning
5	Delivering Learning	Feel confident using digital tools and resources and create a positive environment for learning with digital tools and resources. Empower your learners in their use of technology for learning.	• Setting up and managing digital tools and resources • Preparing students for using digital tools and resources • Responding to learners • Communication and interaction online
6	Evaluating Learning	Use digital tools and resources to assess learner progress and achievement, and to respond to individual needs. Capture feedback on the effectiveness of a particular lesson, activity or a new digital tool or resource.	• Assessing Learning • Evaluating lessons and materials

Appendix 9: The Cambridge English Digital Framework for Language Teachers digital assessment - The Digital Teacher (2023)

Appendix 10: Proposed CELTA technology-enhanced training framework standards

	Proposed CELTA Technology-enhanced training framework standards
1	Using a range of digital technologies in planning lessons
2	Using a range of digital technologies in teaching lessons
3	Using digital tools to create materials for online/in-person lessons
4	Using a range of digital technologies to communicate with others
5	Being aware of security issues while sharing information
6	Being familiar with data protection issues
7	Being confident in troubleshooting issues in my lessons
8	Being confident in helping students troubleshoot their technology-related issues
9	Being able to use a range of digital resources such as online dictionaries in my planning and teaching
10	Understanding and using technology-related methodologies such as flipped classroom
11	Supporting students' learning by using digital tools effectively

Appendix 11: A typical lesson plan sample
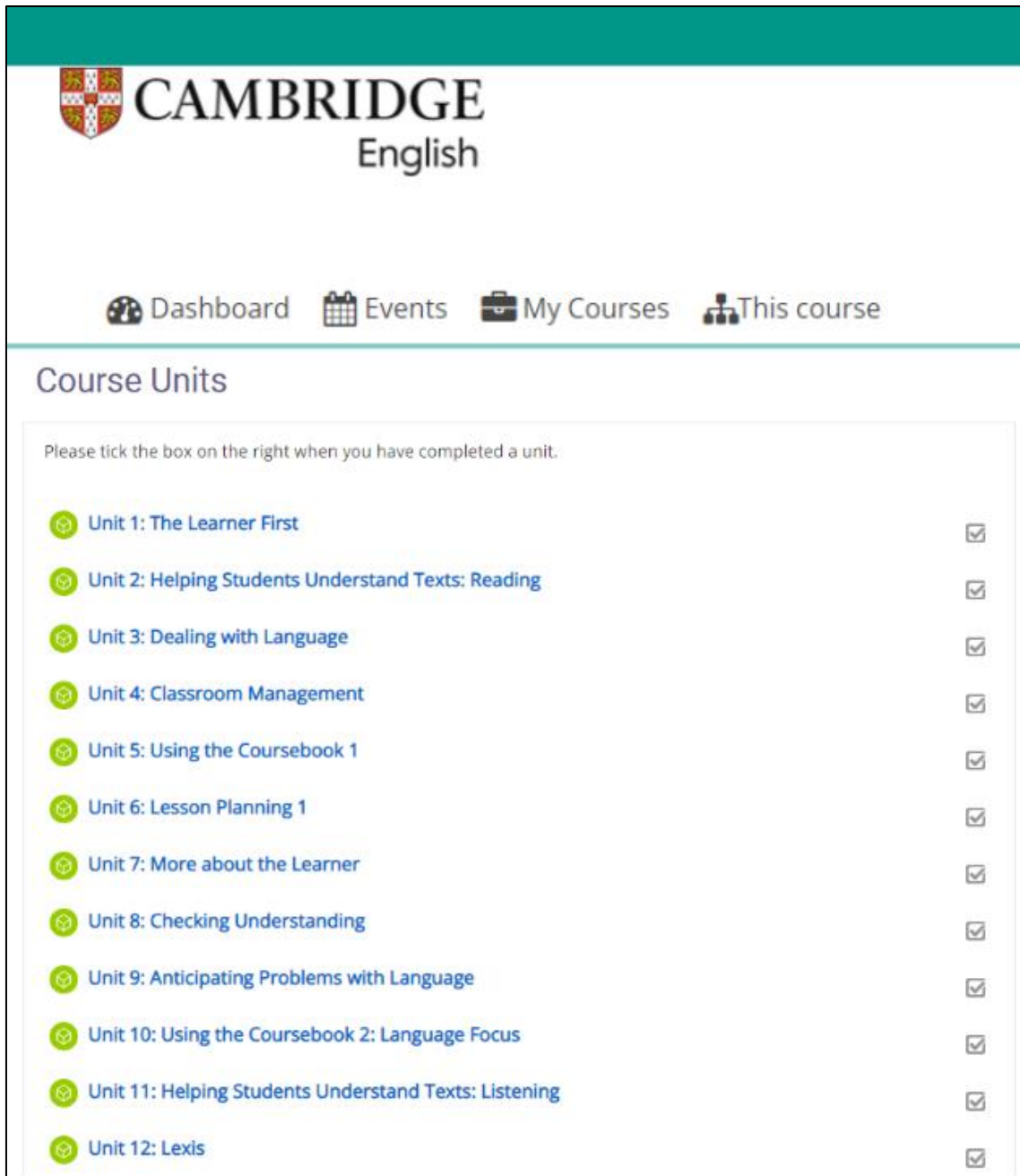
Description

This is the first lesson of the second half of TPs for elementary students. In this lesson, students practice speaking skill in the context of schedules. Productive skills framework is applied.

Main Aims

- To introduce and provide fluency speaking practice in the context of schedules

Subsidiary Aims

- To provide listening practice for gist in the context of schedules
- To provide MFP clarification of new lexical items in the context of schedule

Background

Class Profile

Elementary level students with different age groups. At least two of them are from Mexico. Last week, only two students participated in the lesson, but we may have more students in the next lessons.

Assumptions

Although this is the elementary level class, they may know TL well. Some of the lexical items may be new to students. Prepositions for the time phrases (on/in/at/every) may be challenging.

Personal Aims

-Smooth stage transitions by clarifying why Ss are moving to the next stages.

-Eliciting as much as I can to have more student-oriented strategy throughout the lesson.

Timetable Fit

TP5

Anticipated Problems & Solutions

-Audio may not be shared. [Solutions] T makes sure that 'sharing audio' is clicked.

-Only a few students may come to the class, and it is unable to change partners. [Solutions] T gives additional speaking task.

-Some students join the class in the middle of discussion time when all the other learners are in BoR. [Solutions] Add latecomers in any BoR if the time allows.

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
Warmer/Lead-in To set lesson context and engage students	T- teacher shows slide which displays some pictures related to free time. T asks learners, **"What do you do at the weekends when you have free time?"** T demos. "I play with my daughter at the park on Saturdays." T elicits ideas from learners and writes down on slide. *Example: I eat out on Saturday.* T shows other ideas, if necessary, and ask which ones they do at the weekends. *Example: stay in/ eat out/ do sport* T says, "**Now, please look at the picture…** " and proceeds to next stage.	Google Slide	T-S	5	
Content preparation To provide a model of production expected in coming tasks through listening	Listening 1: T shows a picture and asks " **Where are they? Are they friends?"** to get learners to anticipate what they will listen. T plays audio, then asks learners if their predictions are correct. Listening 2: Instruction: " **Now, we want to know what Jeanette does in her free time."** **"Listen again and tick."** **"Read the questions. You have 1 min."** ICQ: -**Do we tick things that Freddie does?** (No. Jeanette) T plays the audio again. Ss check their answers in small groups in BoR. T shows answers on slide and conducts OCFB. At the end of the stage, T says, "Now, let's take a look at language closely." to make sure Ss know they are moving to next stage.	Google Slide Listening Audio CD1-53 (1:47) Google Slide Listening Audio CD1-53 (1:47) BoR	T-S T-S PW	10	
Useful Language preparation To highlight and clarify useful	T conducts guided discovery task on TL. TL: Present simple, negative, and yes/no questions (I/you/we/they)	Jamboard	PW	8	

Appendix 12: A typical lesson page using Google Jamboard App
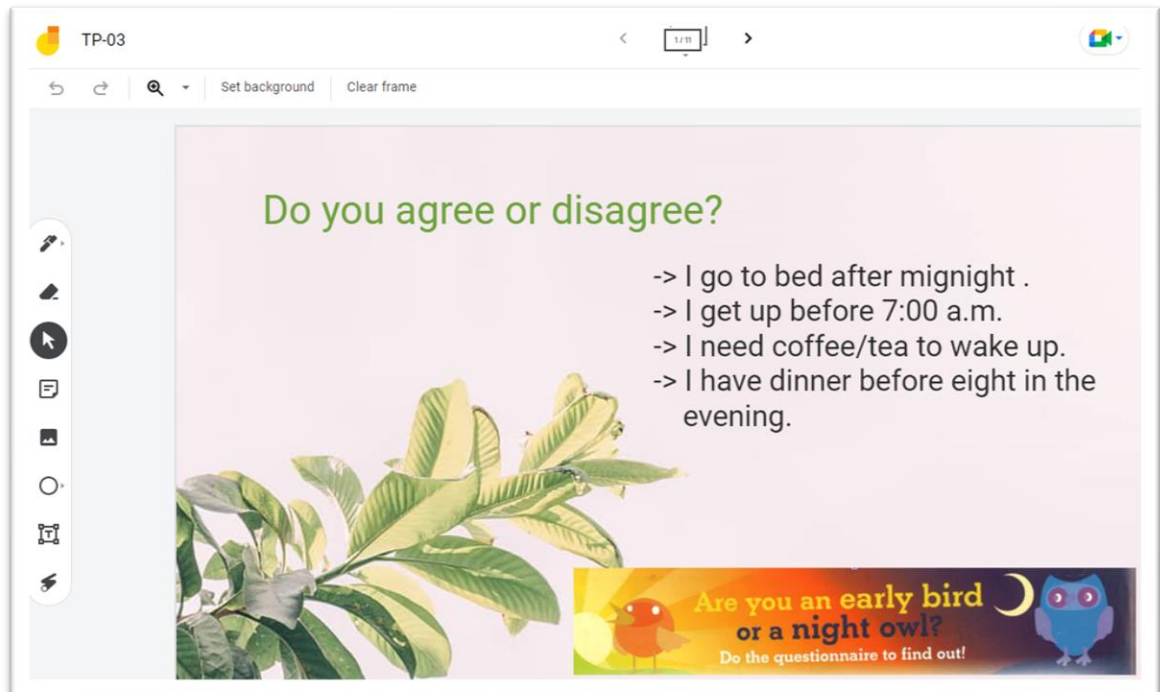
Appendix 13: An extract of the list of online courses on the Cambridge CELTA portal

Appendix 14: An extract of the Report page on Cambridge CELTA portal to show candidates progress on completing online courses

Appendix 15: An extract of a sample tutor report on a candidate TP

International House Mexico

Daniel ████████████ - Teaching Practice 2 - 10/21/2021

Teaching Practice Details					
Tutor:	████████	**Level:**	B2	**Time (minutes):**	45
Main Aim:	System-Receptive-Listening skills	**Sub Aim:**	Speaking	**Number of students:**	6

Lesson assessment
Lesson Grade: To standard (strong)

Comments on the lesson execution:

Daniel,
This was a successful lesson for TP2. **You contextualised the lesson well** and then you presented some Vocab. Here, *you can make this section more Ss-centred*. Then, **you gave Ss appropriate tasks for listening** , which was the main aim of the lesson. Good to see **you also provided opportunities for Ss to check their answers before OCFB**. **You also provided a chance to personalise the topic** a bit at the end of the lesson. As for the teaching of Vocab, *make this more systematic so you have more time for the post stage*

Comments on the lesson plan:

LP2 is more comprehensive than LP1. **You have managed to add more details. The materials you have prepared are more student-directed (visuals)**. Your LA needs consideration. The timing you have mentioned is also proper. Please refer to annotated notes in your LP. You also need to add "interaction pattern", anticipated problems and solutions" sections to your LP. Well done!

The CRITERIA referred to when assessing lessons are listed below. The grading for each criterion is provided to help you recognise strengths and action points to work on.

Appendix 16: CELTA assignment details

377	Title	Grade	Candidate name (I confirm that this is my own work)*
	Focus on the learner	● Pass 1st submission ○ Pass 2nd submission ○ Fail	
	Language-related tasks	● Pass 1st submission ○ Pass 2nd submission ○ Fail	
	Skills assignment	○ Pass 1st submission ● Pass 2nd submission ○ Fail	
	Lessons from the classroom	● Pass 1st submission ○ Pass 2nd submission ○ Fail	

* Please note that severe penalties are applied if plagiarised work is detected. These will range from loss of marks to disqualification and a ban on re-entry for a period of up to three years.

Appendix 17: CELTA performance descriptors for CELTA certificate grades

Certificate grades

The Certificate will be awarded to candidates who meet the course requirements and whose performance meets, or exceeds, the criteria in both assessment components. *Candidates are ineligible for the award in cases where dishonesty or plagiarism is brought to the attention of Cambridge English.*

The following performance descriptors are to be interpreted in the CELTA context, bearing in mind that candidates are pre-service and undertaking initial teacher training including six hours of teaching practice.

The CELTA performance descriptors are for use by tutors and assessors **at the end of the course** to determine final recommended grades. By the end of the course, candidates' performance must match **ALL** of the descriptors at a particular passing grade in order to achieve that grade.

	Pass	Pass B	Pass A
Planning	Candidates can plan effectively with guidance. They can analyse target language adequately and generally select appropriate resources and tasks for successful language and language skills development.	Candidates can plan effectively with some guidance. They can analyse target language well and select appropriate resources and tasks for successful language and language skills development.	Candidates can plan effectively with minimal guidance. They can analyse target language thoroughly and select appropriate resources and tasks for successful language and language skills development.
Teaching	Candidates can generally deliver effective language and skills lessons, using a variety of classroom teaching techniques with a degree of success.	Candidates can deliver effective language and skills lessons, using a variety of classroom teaching techniques successfully.	Candidates can deliver effective language and skills lessons, using a variety of classroom teaching techniques successfully.
Awareness of learners	Candidates show some awareness of learners and some ability to respond so that learners benefit from the lessons.	Candidates show good awareness of learners and can respond so that learners benefit from the lessons.	Candidates show very good awareness of learners and can respond so that learners benefit from the lessons.
Reflection	Candidates can reflect on some key strengths and weaknesses and generally use these reflections to develop their teaching skills.	Candidates can reflect on key strengths and weaknesses and generally use these reflections to develop their teaching skills.	Candidates can reflect on key strengths and weaknesses and consistently use these reflections to develop their teaching skills.
Overall	Candidates' planning and teaching show satisfactory understanding of English language learning and teaching processes at CELTA level.	Candidates' planning and teaching show good understanding of English language learning and teaching processes at CELTA level.	Candidates' planning and teaching show excellent understanding of English language learning and teaching processes at CELTA level.
	All CELTA assessment criteria are achieved and requirements for written work are met.		

Fail

Candidates' performance does not match all of the Pass descriptors.

Some CELTA assessment criteria are not achieved and/or requirements for written work are not met.

Appendix 18: An extract of a CELTA course timetable

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge **CELTA** Course Online

Cambridge CELTA Online Course Programme:

Centre Number:		Name of Centre:	International House:

Online Tutor: _____ Email Address: _____

Course dates: Oct – Dec 2021 Course Number: Q2 / 2021

Week		Online Units	Teaching Practice TP Feedback Supervised lesson planning	Assignments Observations Tutorials	CELTA Masterclass Input Session (Optional)
Week 1 Jan 9th – Jan 15th	*(Unit Number) Unit 1*	Orientation Module The Learner first		Observation 1 (Angelos Bollas online) Welcome to CELTA online (3hr live online) - everybody meets	TBD – Check the CELTA Masterclass schedule via Moodle under "Additional Resources"
Week 2 Jan 16th – Jan 22nd	Unit 2- 4	Helping Students understand texts: Reading Dealing with Language Classroom Management	OPTIONAL LIVE OBSERVATION CLASS (60-90min) Teaching Practice Online Tools induction (2hrs)		TBD – Check the CELTA Masterclass schedule via Moodle under "Additional Resources"
Week 3 Jan 23rd – Jan 29th	Units 5, 6 and 8	Using the Coursebook 1	Live Observation 2 – (1.5hrs) 90min Live observation (Receptive Skills – in preparation to TP1 and TP2)	LSRT set after Demo	TBD – Check the CELTA Masterclass schedule via

Appendix 19: A page of the Cambridge platform

Appendix 20: Cambridge English rules and regulations (from CELTA 5 document)

ROLES AND RESPONSIBILITIES OF CAMBRIDGE ENGLISH

Cambridge English

- to approve centres
- to provide the syllabus and assessment criteria
- to quality assure course delivery and assessment
- to ensure trainers are selected and trained in line with Cambridge English guidelines
- to hold regular Grade Review meetings to review and confirm candidates' results
- to issue candidates' certificates
- to follow up any appeals (see Cambridge English Appeals Procedure page 4)
- to provide advice and support to centres

Appendix 21: CELTA Centres rules and responsibilities (from CELTA 5 document)

The Centre

- to provide prospective candidates with information about the course
- to administer recruitment and selection procedures and follow up related queries
- to provide a candidate agreement detailing, for example: the attendance policy, plagiarism information, the complaints policy, any policies on resubmissions of written work etc.
- to deliver CELTA in accordance with the centre's equal opportunities policy
- to observe local laws regarding staff employment and copyright
- to have a procedure for dealing with special requirements
- to provide a course of the minimum number of hours including assessed teaching practice and directed observation of teachers as specified in the CELTA Syllabus
- to deliver the course in suitable accommodation with access to the required resources
- to monitor completion of portfolios including the CELTA 5 Record Booklet
- to make clear to candidates the centre's assignment submission deadlines and policies
- to support and guide candidates during the course, and give appropriate feedback on progress in relation to the assessment criteria
- to display the Centre Authorisation Certificate and ensure that the CELTA Syllabus and the CELTA Administration Handbook are available on request
- to make candidates aware of the centre's Internal Complaints Procedure
- to provide an end-of-course report for candidates
- to despatch certificates issued by Cambridge English
- where relevant in UK learning and skills contexts, to obtain on behalf of the candidate a unique learner number (ULN) and a learner record

Appendix 22: Cambridge English rules and regulations (from CELTA 5 document)

ROLES AND RESPONSIBILITIES OF CAMBRIDGE ENGLISH

Cambridge English

- to approve centres
- to provide the syllabus and assessment criteria
- to quality assure course delivery and assessment
- to ensure trainers are selected and trained in line with Cambridge English guidelines
- to hold regular Grade Review meetings to review and confirm candidates' results
- to issue candidates' certificates
- to follow up any appeals (see Cambridge English Appeals Procedure page 4)
- to provide advice and support to centres

Appendix 23: CELTA candidates' rules and responsibilities (from CELTA 5 document)

ROLES AND RESPONSIBILITIES OF CANDIDATES

Candidates

- to attend and participate in the course

- to comply with any rules/code of conduct set out by the centre

- to complete **six** hours' supervised teaching practice at **two** different levels

- to complete **six** hours' classroom observation of experienced teachers, **three** hours of which may be of filmed lessons

- to complete **four** written assignments

- to submit assignments in accordance with the centre's submission deadlines and policies

- to work supportively and collaboratively with colleagues and course tutors

- to maintain a Candidate Portfolio throughout the course (including the CELTA 5 Record Booklet which must be kept up-to-date and signed/confirmed as appropriate)

- to submit an up-to-date completed Candidate Portfolio when required, e.g. immediately prior to the external assessor's visit

- to submit a completed Candidate Portfolio at the end of the course for final assessment

Appendix 24: A Zoom lesson with all cameras off
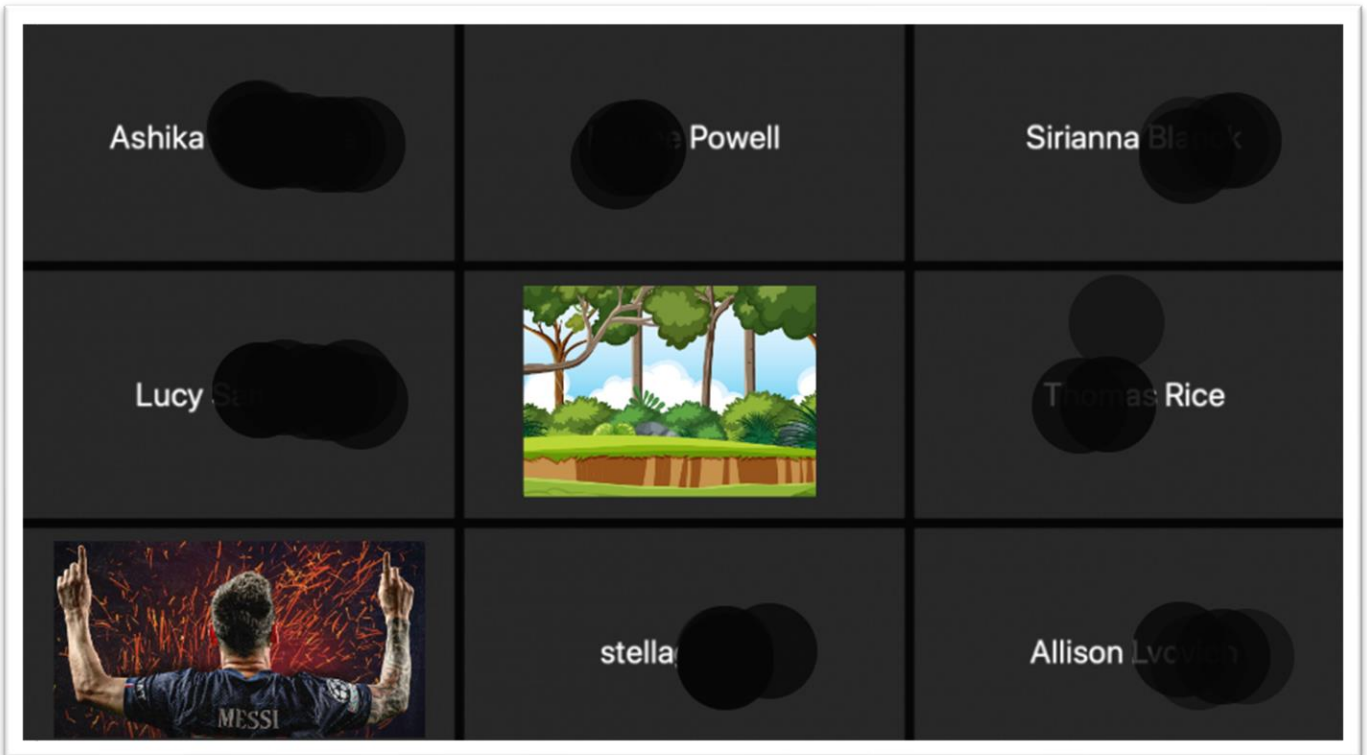
Appendix 25: CELTA course delivery modes (Administration Handbook, 2023, p: 8)

Course type	Course input	Teaching Practice element + feedback	Observation of experienced teachers
Face-to-face: 100% face-to-face teaching practice	On-site, face-to-face or Cambridge Moodle-based CELTA (see section 3.4)	On-site, face-to-face	On-site, face-to-face (up to three hours may be filmed lessons)
Online: 100% Online teaching practice	Course delivered online via Cambridge Moodle and centre platform, in line with CELTA regulations	Online live via centre platform	Online live via centre platform (up to three hours may be filmed lessons)
Mixed-mode: face-to-face and online teaching practice	Course delivered on-site or online via Cambridge Moodle and centre platform, in line with CELTA regulations	Online live via centre platform and face-to-face classes	On-site, face-to-face, and online live via centre platform (up to three hours may be filmed lessons)

Appendix 26: An extract of the end of the course report for a candidate

International House

Teacher Training

This is to certify that

XXXXXXXXXXXX

attended 120 *out of* 120 *hours of the*

Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA)

Oct 11th – Nov 20th, 2021

and was awarded Grade: **Pass**

A considerable proportion of the course consisted of teaching practice with students of English

Overall Assessment: *A more detailed profile appears on the following page.*

XXX showed sufficient awareness of the planning process and was therefore able to provide some detail in his lesson plans according to different frameworks. Here, he managed to include sequencing, timings, interactions, and tasks that were generally appropriate for the stages of his lesson. He also showed that he could analyze target language to a certain degree and consider potential problems learners may have with its MFP. He would do well by being more efficient at clarifying the language systematically and providing appropriate practice of language during tasks aimed at developing accuracy. In the classroom, his strength was his ability to engage and motivate his learners. He was also sensitive to students' group and individual needs, which allowed him to create appropriate rapport and a positive learning environment. XXX only needs to continue working on reducing teacher talking time and using more student-centered tasks in the language clarification stage. Regarding personal development, XXX proved himself to be a supportive member of the CELTA group and he tried to help colleagues by offering useful advice. He also responded well to the feedback he received, which, in addition to his ability to reflect on his own practice, allowed him to deliver more effective classes. He is a hard worker who is always seeking ways to improve and develop his teaching, and we believe that with further support he could get to be a good asset to any language school. We wish him lots of success with his teaching career.

Appendix 27: A candidate's sample material with photos

Present Simple

a) Used to describe permanent or cyclic actions.

- Subject (1st & 2nd person) + verb in present + predicate.

- **Subject (3rd person) + verb in present with "s"/"es" termination + predicate.**

Egypt has one of the Ancient World Wonders.

b) Used to give instructions, orders or commands.

- Imperative sentence; to make the sentence more polite, the speaker could add the word "please" before the command.

- If there is more than one instruction or command, the speaker can number them to make clear in which order they should be followed.

Ser Ilyn, **bring me his head!**

A candidate's sample material without photos

Talk about a future activity using the present continuous

Subject + verb to be in present + verb in gerund (ing) + predicate indicating when this action will happen.

Talk about an everyday activity you or someone else do. (Present simple)

Subject (1st & 2nd person) + verb in present + predicate.

Subject (3rd person) + verb in present with "s"/"es" termination + predicate.

Give a command, order or instruction (Present Simple)
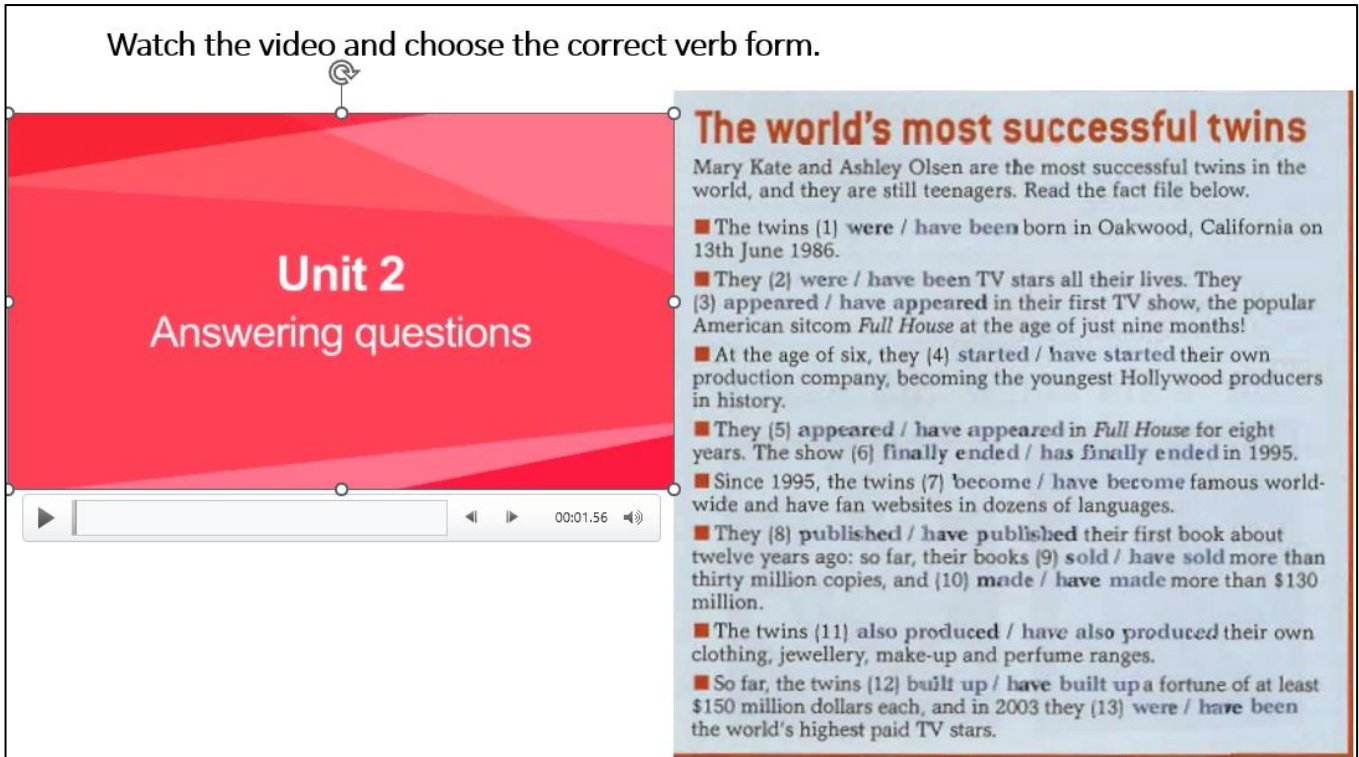
Imperative sentence

Appendix 28: How to annotate on Zoom; Visual learner training visual guide.
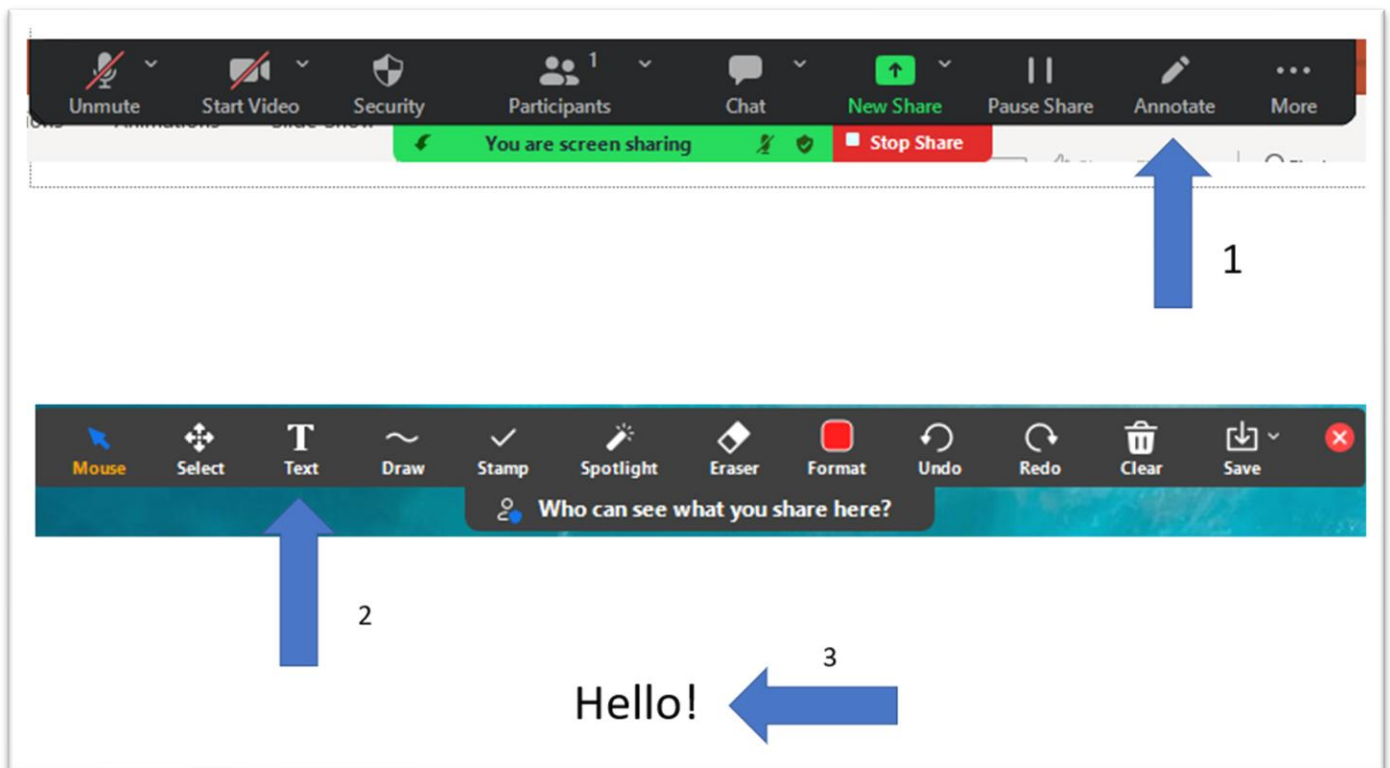
Appendix 29: A video-based activity

Watch the video and choose the correct verb form.

The world's most successful twins

Mary Kate and Ashley Olsen are the most successful twins in the world, and they are still teenagers. Read the fact file below.

■ The twins (1) **were** / have been born in Oakwood, California on 13th June 1986.

■ They (2) **were** / have been TV stars all their lives. They (3) appeared / have appeared in their first TV show, the popular American sitcom *Full House* at the age of just nine months!

■ At the age of six, they (4) started / have started their own production company, becoming the youngest Hollywood producers in history.

■ They (5) appeared / have appeared in *Full House* for eight years. The show (6) finally ended / has finally ended in 1995.

■ Since 1995, the twins (7) become / have become famous worldwide and have fan websites in dozens of languages.

■ They (8) published / have published their first book about twelve years ago: so far, their books (9) sold / have sold more than thirty million copies, and (10) made / have made more than $130 million.

■ The twins (11) also produced / have also produced their own clothing, jewellery, make-up and perfume ranges.

■ So far, the twins (12) built up / have built up a fortune of at least $150 million dollars each, and in 2003 they (13) were / have been the world's highest paid TV stars.

Appendix 30: Chat box messages - Students using Google search to answer questions

A████████ to You (Direct Message)

My grandfather had sustained a broken back while working in the mines. Consequently, he spent the rest of his life in a wheelchair.

F████████ to You (Direct Message)

My grandfather had sustained a broken back while working in the mines. Consequently, he spent the rest of his life in a wheelchair.

Appendix 31: A sample WhatsApp post

Speaking Lesson — International House México

1. **Lead in** – the purpose is to contextualise the lesson.
2. **Content Preparation** - the purpose is to prepare Ss re the content of the task.

   Language Preparation – the purpose is to prepare Ss re the language needed for the task. (MAFP)
1. **Speaking** (x 2 / 3) (focused [mainly] on fluency)
2. **Content and Language FB** – the purpose is to inform Ss how they did regarding both content and language.

For those who were absent today 😊.
Here is the format for TP5 Speaking lessin (next Tuesday). We do need to however make a small speaking lesson for this Thursday as practice. Use a topic of your choice and the duration is only for 30 minutes 😊.

03:18

Appendix 32: Cambridge CELTA Trainer-in-Training Handbook, Version 6, 2023, p. 4

All prospective CELTA trainers-in-training should:

• have substantial and current learner-centred classroom-based ELT experience, preferably in more than one context. Experience of teaching a range of levels and different types of class is a requirement. The trainer-in-training must have experience of teaching in the same mode (i.e. online or face-to-face) as their training course.

• hold an ELT qualification at level 7, which includes externally assessed ELT teaching practice, this is ideally the DELTA (Modules One, Two and Three) or an equivalent qualification such as the Trinity DipTESOL or an MA in ELT with at least 10 hours of assessed teaching practice (TP).

Appendix 33: A screenshot of a Cambridge CELTA platform page

Appendix 34: A screenshot of a page on the CELTA Trainers portal

Appendix 35: An extract of a lesson plan template

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
Warmer/Lead-in To set lesson context and engage students					
Content preparation (Text Work: gist & intensive) To provide a model of production expected in coming tasks through reading.					
Language Clarification (MFPA) To highlight and clarify useful language for coming productive tasks					
Controlled Practice To provide an opportunity for Ss to practice the TL (accuracy)					
Productive Task(s) (FP) To provide an opportunity to practice target productive skills (fluency)					
Feedback and Error Correction To provide feedback on students' production and use of language					

Appendix 36: End of the course comments for a candidate based on CELTA criterion-referenced standards

Name		Provisional Grade	Pass	▼
Planning: Strengths	He can plan lessons with enough detail under procedure (4e,4f). He has improved the analysis of TL and is adapting and designing materials to engage Ss more (4c)			
Planning: Areas for development	He still needs to be more thorough analyzing P (4i) . Also, he can plan to be less teacher fronted in the Lesson Calrification stage (4f). He needs to include problems and solutions as well (4k)			
Teaching: Strengths	He can engage Ss well (1d) and uses his monitoring to inform his teaching (5j). He is fairly systematic in the LC stage and has just started to be more student-centered (2e)			
Teaching: Areas for development	He needs to monitor his timing more (5k) and allow Ss to personlaize the TL much more in the FP (2g). He can also lower his TTT in FB stages where he needs to ask Ss to ellaborate on answers when necessary (2a,5h)			
Evidence needed for a Pass / Higher Grade (if applicable)	N/A			

Appendix 37: An LFC assignment checklist

Assignment checklist

It is sometimes necessary to resubmit assignments, often because parts of the task have not been answered or the criteria have not been met. In fact, re-doing the assignment can be a useful part of the learning process. However, some common mistakes can easily be avoided, and the list below shows the main reasons why candidates have to resubmit Assignment 4:

- there are not enough examples of teaching strengths and areas for improvement. Include at least three examples of each
- the self-appraisal is not very realistic. Remember that excessive negativity is not evidence of self-evaluation
- there are no examples of teaching skills from observations of peers and experienced teachers which candidates would like to incorporate into their own teaching
- there are no examples of appropriate resources which could be used to help with professional development, for example, reading journals or attending conferences.

Appendix 38: An extract of CELTA 5, Stage 2 progress report page

STAGE TWO PROGRESS RECORD - HOURS TAUGHT:	3 hours

Planning for teaching

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

Appendix 39: A writing lesson framework

A Writing Lesson

International House México

1. Lead in (**5 min**)
2. Sample analysis (**10 min**)
   a. Layout
   b. Language
3. Writing (**20 min**)
4. FB (usually peer with the use of a checklist) (**10 min**)

A Writing Lesson

International House México

1. Lead in – the purpose is to contextualise the lesson.
2. Sample analysis
   a. Layout (Ss identify the sections of the piece of writing)
   b. Language (Ss identify language needed in the piece of writing)
3. Writing
4. FB (usually peer with the use of a checklist)

Appendix 40: A screenshot of the first page of a CELTA 5 document.

Appendix 41: An extract of an email sent to candidates by tutors

Dear all,

I hope you are fine 😊

So, another week starts soon! Here is a reminder of the work to do this coming week:

Week 5 Jul 17th – Jul 23rd	**Units 12 &, 15**	Lexis Pronunciation 1	Teaching Practice 2 (45min) – Receptive Skills 2 **Once a week** **TP2** **TP FB** **TP GLP session preparing for TP3 –** **(30min)**	**LRT – Set after TP**	TBD – Check the CELTA Masterclass schedule via Moodle under "Additional Resources"

Very important! There is a new assignment coming this week, which will be explained at the end of TP2 this week: The Language Related Task (LRT)- .

You will need to start working on your LRT – Language Related task. This will be your second assignment to work on (find the guidelines attached). The assignment is due Sunday August 6th , and this will be submitted electronically on the site. Instructions for this to follow nearer the time of submission.

The LRT aims are helping you gain a better understanding of language for teaching purposes. Online your TP tutors will talk about the main components of the task, the requirements and what you need to do to meet the requirements. Please read the assignment guidelines and instructions attached so that we are better prepared for this this weekend.

Hope this helps and see you online! 😊

Appendix 42: A general discussion forum in the Cambridge CELTA platform

Appendix 43: Announcements page in the Cambridge CELTA platform

Appendix 44: A screenshot of tutors' group WhatsApp messages

Hi everyone, last TP today and we only have 1 student....:(
00:08

it is elementary does anyone have any spare?
00:09

Let me check the Delta group
00:09

Sending Any over
00:14

Ok great
00:17

Even 1 more for pairwork is ok :)
00:18

She isn't here yet...
00:21

😓
00:21

Let me email her
00:21

Appendix 45: An extract from Trainer-in-Training Handbook, Version 6, 2023, p: 55
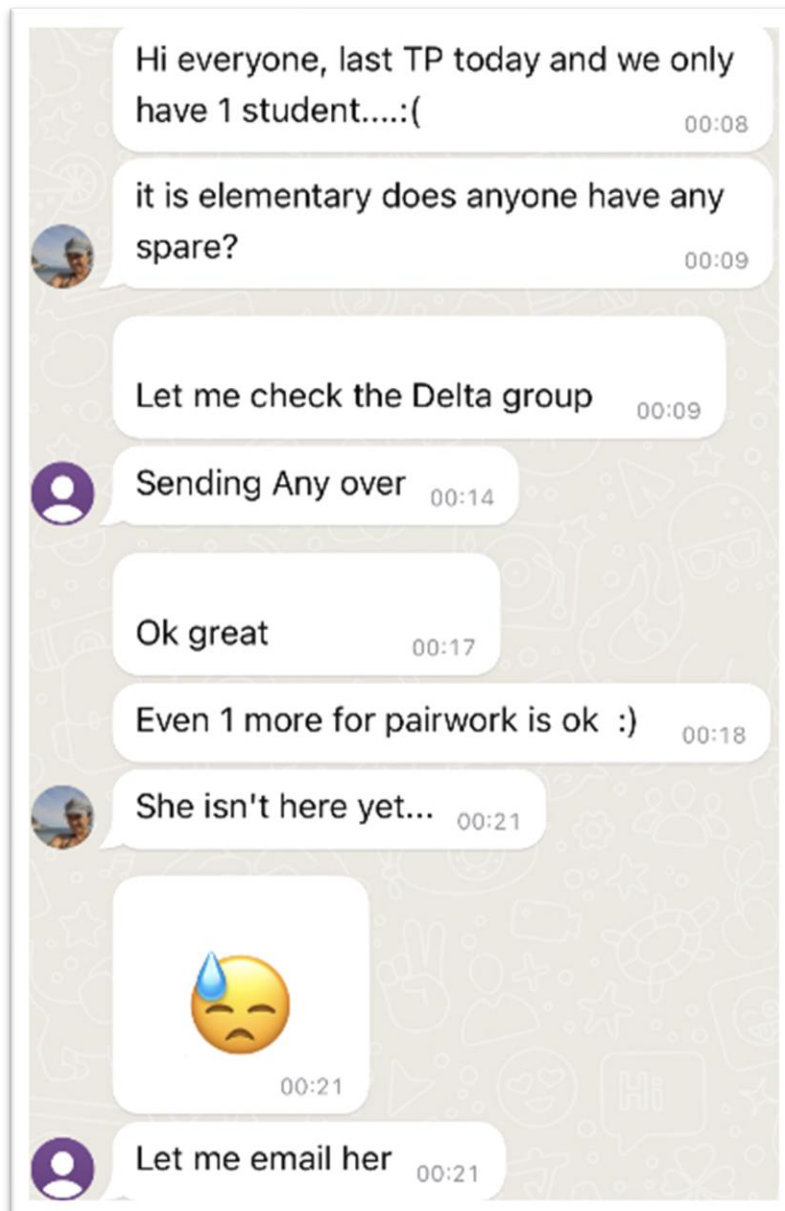
9 Guidance for Trainer-in-Training Supervisors

The aim of the following section is to provide guidance for trainers supervising trainer-in-training programmes.

9.1 Guidance for trainer-in-training supervisors

Trainer-in-training programmes should take place before, during and after a course running at a CELTA centre. Trainer-in-training supervisors must provide guidance, support and feedback during all of the training programme, including support with pre-course tasks, on-course tasks and post-course tasks.

Trainer-in-training supervisors will need to set aside:

- approximately five hours before the course starts to prepare and provide support and feedback on pre-course tasks for the trainer-in-training tutor

- approximately one hour a day during the training period to provide support and discuss tasks with the trainer-in training

- eight to ten hours during the course to review tasks completed by the trainer-in-training and provide feedback on the tasks

- approximately five hours after the course finishes to provide documentation and support/feedback on post-course tasks completed by the trainer-in-training.

Appendix 46: A candidates' group-work task

TP group 1 – letter A TP group 2 - letter B

TP group 3 - letter C TP group 4 - letter D

NOW, THE GROUP ACTIVITIES ARE MEANT TO HELP YOU COLLABORATE WITH YOUR TP GROUP PARTNERS, AND THUS BUILD RAPPORT WITH A VIEW TO IMPROVING THE TP EXPERIENCE LATER ON ON THE COURSE.

However, if you are not planning on working with your TP group on time, it is a sign of courtesy to let your group know in ADVANCE that you won't be able to collaborate. This is important as this week there were some people waiting on peers to get back to them via email and text message with no response until later in the week. This puts extra pressure on people, which is not the idea. So, while we encourage group work, please let your TP GROUP know if you won't be able to collaborate early on in the week so that they can go ahead and do tasks individually or I can re-assign people for forum tasks.

Show progr

Task 6: Focus on Form

You will work in pairs or small groups for this task. Your OCT will contact you regarding which pair or group you are working in and whether you are A or B.

1. You will make a board plan for how you would highlight the language (either A or B depending on which one y OCT assigns you) using the examples in the language boxes below.
   A. the form of *be/get used to*.

GRAMMAR: *be/get used to*

When *used to* is an adjective it is followed by a noun or -ing form.
*It didn't take him long to get **used to his new home**.*
*I'm **used to getting up** early in the morning.*
Use *be* + *used to* to talk about situations and actions that are familiar to you.
*I'm **used to doing things for myself**.*
Use *get* + *used to* to talk about the process of becoming familiar with a new situation or action.
*It took us quite a long time to **get used to each other**.*

⊙ SEE LANGUAGE REFERENCE PAGE 24

Kerr, P & Jones, C (2007) Straightforward Upper Intermediate. Macmillan
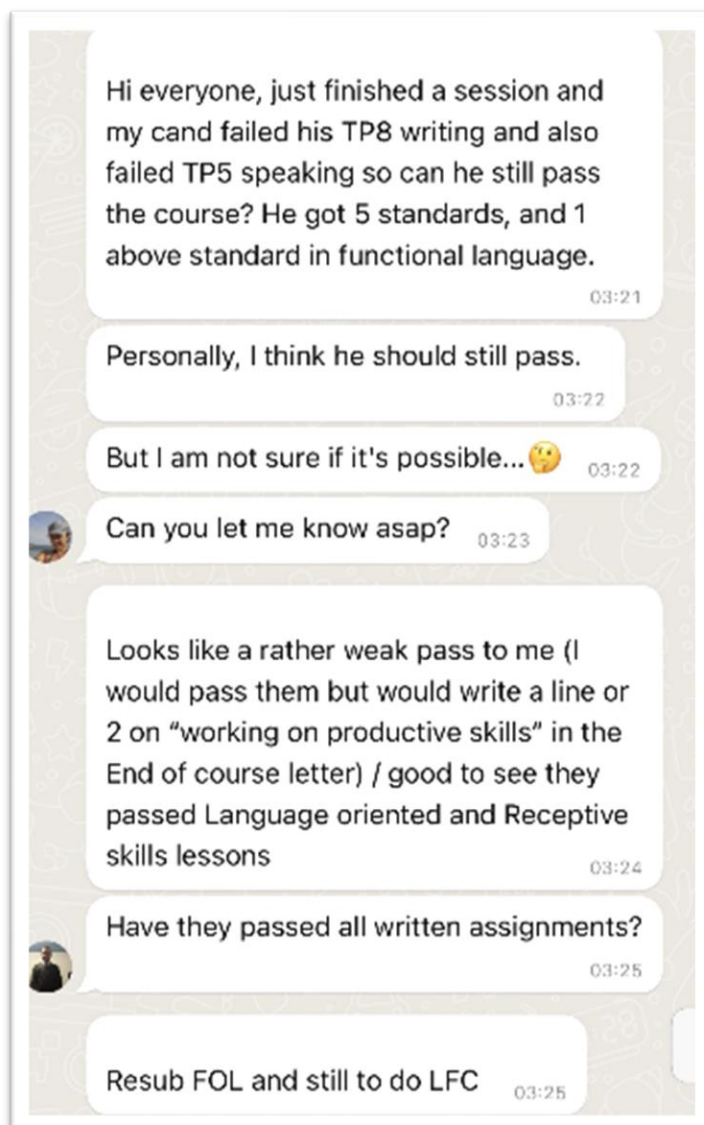
   B. the form of *would you mind + ing/ if*.

2 CELTA Trainer-in-Training Requirements

The aim of the following section is to provide information for centres, trainer-in-training supervisors and trainers-in-training about the requirements for training a CELTA trainer.

2.1 Requirements for nominating trainers-in-training

- The trainer-in-training must be nominated and supported by an approved CELTA centre.

- The trainer-in-training must be employed by the centre nominating them for training and must be undergoing training with a view to working as a trainer on CELTA courses at the nominating centre.

- The trainer-in-training must work on a minimum of three courses at the centre nominating them following initial training so that the competencies acquired during initial training are developed.

- The trainer-in-training must meet the minimum professional requirements detailed below.

- CELTA centres must **not** offer trainer-in training programmes for freelance trainers.

- One trainer-in-training per course is recommended. Centres which wish to host two trainers-in-training on a course should contact their JCA (Joint Chief Assessor) for guidance.

Appendix 48: A WhatsApp message about a candidate's final result

Hi everyone, just finished a session and my cand failed his TP8 writing and also failed TP5 speaking so can he still pass the course? He got 5 standards, and 1 above standard in functional language.
03:21

Personally, I think he should still pass.
03:22

But I am not sure if it's possible... 🤔 03:22

Can you let me know asap? 03:23

Looks like a rather weak pass to me (I would pass them but would write a line or 2 on "working on productive skills" in the End of course letter) / good to see they passed Language oriented and Receptive skills lessons
03:24

Have they passed all written assignments?
03:25

Resub FOL and still to do LFC 03:25

Appendix 49: An extract of Centre obligations in CELTA Administration Handbook, 2023 edition, p: 15

6 Centre obligations

6.1 Overarching centre obligations

As part of the approval procedure and in line with Cambridge Teaching Qualifications' own policy, centres should have an explicit policy on equality of opportunity. Centres must ensure that all local legal requirements are met with respect to the implementation of equality of opportunity as well as health and safety, copyright law, pre-course information and conditions of employment for tutors.

6.2 Internal complaints procedure

he intensive nature of CELTA courses means that candidates' concerns can often escalate rapidly. Cambridge requires all centres to have an Internal Complaints Procedure to deal with candidate complaints relating to the day-to-day delivery of the course and/or to areas such as facilities, online platforms, conduct of tutors and other course participants.

6.3 Candidate agreement and declaration

Centres must have a candidate agreement which they give to candidates prior to commencement of the course. This must outline expectations centres have of candidates (e.g., with regard to conduct, punctuality, assignment deadlines, declaring special requirements) and what candidates can expect from the centre.
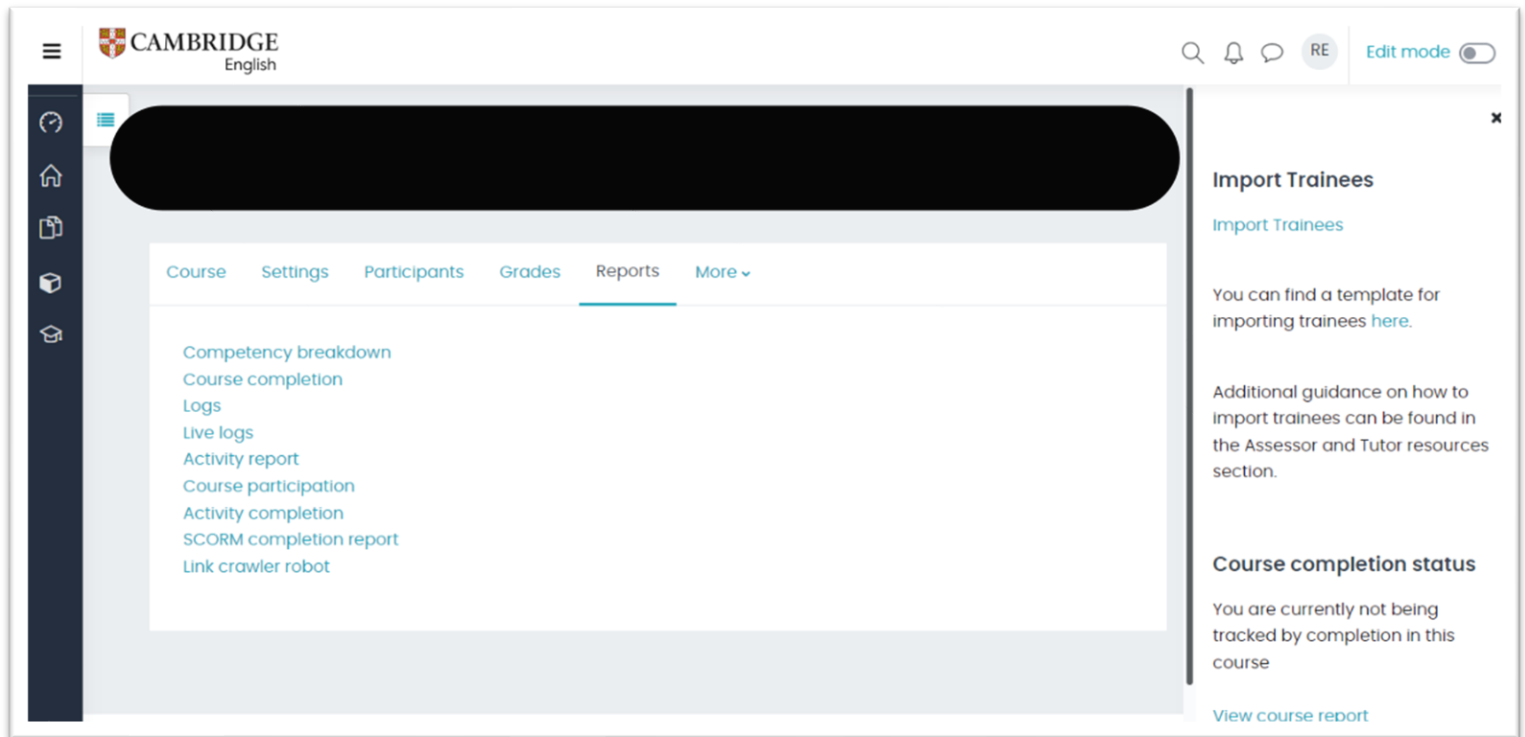
6.4 Resourcing requirements

6.4.1 Face-to-face courses or mixed-mode courses

6.4.2 Online courses

6.4.3 All course modes

Appendix 50: A screenshot of a Cambridge CELTA platform report page

Appendix 51: A screenshot of a CELTA Trainers portal report page

CELTATrainers.com Home

International House

| Dashboard | Group 1 | Group 2 | Group 3 | Group 4 |

Course number
Course dates
Trainers

Main Course Files

Candidate Profiles

TP Groupings

Backup Course Forms

Criteria Chart

TP Feedback

In case of temporary loss of access to Advanced Course Management (e.g. loss of Internet access), please ensure your centre has pre-printed copies of these forms available. When access returns, promptly enter recorded data into ACM in order to print feedback forms and maintain data integrity.

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Appendix 52: A screenshot of a CELTA Course timetable heading

Cambridge CELTA Course Online

Cambridge CELTA Online Course Programme:

Centre Number:	X	X	X	X	X	Name of Centre:	International House
Online Tutor:						Email Address:	
Course dates:	Sep 19th – Dec 10th, 2021					Course Number:	O18 / 2021

Week	Online Units		Teaching Practice TP Feedback Supervised lesson planning	Assignments Observations Tutorials	CELTA Masterclass Input Sessions
Week 1 Sep 19th – Sep 25th	(Unit Number) Unit 1	Orientation Module The Learner first	Welcome to CELTA online (3hr live online) Orientation Session	Observation 1	TBD – Check the CELTA Masterclass schedule via Moodle under "Additional Resources"
Week 2 Sep 26th – Sep 2nd	Unit 2- 4	Helping Students understand texts: Reading Dealing with Language Classroom Management	OPTIONAL LIVE OBSERVATION CLASS (60-90min) Teaching Practice Online Tools induction (2hrs)		TBD – Check the CELTA Masterclass schedule via Moodle under "Additional Resources"

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Appendix 53: CELTA Centre rules and regulations (from CELTA 5 document)

ROLES AND RESPONSIBILITIES OF CENTRES

The Centre

- to provide prospective candidates with information about the course

- to administer recruitment and selection procedures and follow up related queries

- to provide a candidate agreement detailing, for example: the attendance policy, plagiarism information, the complaints policy, any policies on resubmissions of written work etc.

- to deliver CELTA in accordance with the centre's equal opportunities policy

- to observe local laws regarding staff employment and copyright

- to have a procedure for dealing with special requirements

- to provide a course of the minimum number of hours including assessed teaching practice and directed observation of teachers as specified in the CELTA Syllabus

- to deliver the course in suitable accommodation with access to the required resources

- to monitor completion of portfolios including the CELTA 5 Record Booklet

- to make clear to candidates the centre's assignment submission deadlines and policies

- to support and guide candidates during the course, and give appropriate feedback on progress in relation to the assessment criteria

- to display the Centre Authorisation Certificate and ensure that the CELTA Syllabus and the CELTA Administration Handbook are available on request

- to make candidates aware of the centre's internal complaints procedure

- to provide an end-of-course report for candidates

- to despatch certificates issued by Cambridge English

- where relevant in UK learning and skills contexts, to obtain on behalf of the candidate a unique learner number (ULN) and a learner record

Appendix 54: A candidate's heart rate App report during a stressful lesson