

## CELTA: Part-Time or Intensive? Making the Right Choice

Deborah Broadby

Nagoya College

Lauren Landsberry

Nagoya College

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A teaching certificate offered through the University of Cambridge ESOL Examinations called the Certificate in English Language Teaching to Speakers of Other Languages (CELTA) has been a respected qualification for several decades. The qualification is increasingly becoming a prerequisite for teaching positions in universities and language institutions in Japan. CELTA options are available as intensive, part-time, or online programs, but how do you know which is right for you? This paper provides details of a small-scale research project conducted during an intensive and a part-time CELTA course. Data are drawn from trainees who participated in both courses, and statistics and feedback are compiled across both groups. This paper is based on questionnaires about the trainees' expectations, the experience they gained, and whether their expectations were realised. The aim is to provide potential future candidates with guidelines and suggestions as to how they can make the right choice for their CELTA study.

CELTA (英語非母国話者に対する英語教授資格)と呼ばれるケンブリッジ大学ESOL認定の英語教授資格は、ここ数十年間で広く認められた資格であり、日本の大学や語学学校においても、教職に就くため必要不可欠なものになりつつある。CELTA取得には短期集中コース、パートタイムコース、通信コースがあるが、各個人にとって適切なコースをどのように決定すべきであろうか。本稿では、CELTAの短期集中コースとパートタイムコース受講中に実施された小規模研究プロジェクトの詳細を提示する。二つのコースの受講者からデータを取り、両集団間での統計とフィードバックをまとめた。取り扱ったアンケートの質問項目は、CELTA受講者が期待するもの、受講中の経験、コースが受講者の期待に沿っていたかどうかに関するものであった。目的は、CELTA取得において、パートタイムと短期集中コースのうち受講希望者がどちらを選択すべきかについてガイドラインを提案することである。

The Certificate in English Teaching to Speakers of Other Languages (formerly the Certificate in English Teaching to Adults), or CELTA, is an introductory teaching course offered by the University of Cambridge. It is an initial qualification that provides people with the skills to teach English as another language to learners of English, and it has been offered since 1988. Previously known as the Certificate in Teaching English as a Foreign Language to Adults (CTEFLA), it derived from a set of qualifications established in the mid-1960s by the Royal Society of Arts (RSA) and was run by them until it was taken over by Cambridge University. It became known as CELTA in 2001 and there are currently 300 approved centres in over 70 countries, with more than 10,000 candidates successfully completing it each year. CELTA is currently the most widely taken teaching English to speakers of other languages (TESOL) certificate (Green, 2005; Poulter, 2007; University of Cambridge Local Examinations Syndicate, 2016).

Although many EFL teachers usually have a master's degree, many years of experience in teaching, or both, many do not have a formal qualification in ELT. Universities and language institutions throughout Europe and Asia, including Japan, are increasingly requiring teachers, or those looking to become teachers, to have the CELTA qualification, as it offers at least 6 hours of practical teaching assessed by both professional teacher trainers and peer candidates. The CELTA assessment consists of two components: (a) planning and teaching and (b) classroom-related written assignments (University of Cambridge Local Examinations Syndicate, 2016).

The four classroom-related written assignments have a required length of 750 to 1000 words each. For teaching practice, the candidate is required to submit a lesson plan; a lexis, grammar, or functional language analysis sheet or sheets, depending on the lesson content taught; and a copy of any materials that are intended for the students. The four written assignments cover topics such as language-related tasks, focus on the learner, skills-related task (using authentic materials), and a report on personal professional development (Cambridge English, 2015).

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The CELTA is a 20-day, 120-hour course, which is currently offered as one of three options: a short intensive course, a part-time course spread over a longer period, or an online course. The intensive course can be taken within a month and requires consecutive days of attendance. The part-time course is only 1 day a week and a few weekends and therefore takes 4 months to complete. An online course, available since 2011, is always part-time and must be completed within 1 year (University of Cambridge Local Examinations Syndicate, 2016). As data gathered for this study did not include online participant responses, details regarding the online course will not be discussed. According to Cambridge English Language Assessment, in 2015, 76% of participants chose to take an intensive course, 20% a part-time course, and 4% the online course (Dr. Fiona Barker, personal communication, October 14, 2016).

A part-time course at Language Resources in Kobe is currently the only CELTA course offered in Japan (Language Resources, 2013). Although the intensive course is offered in a number of other countries, it is currently not offered in Japan. Those residing in Japan thus only have two options: part-time in Kobe and the online course.

There appears to be little literature published by independent researchers on ascertaining the effectiveness of taking CELTA and even less to help prospective candidates choose the most appropriate course for them. The research undertaken and the literature available has been written by CELTA trainers, previous CELTA graduates, and Cambridge ESOL, who are the administrators of CELTA. The majority of published papers seem to highlight a very positive and effective overview of the CELTA course. For example, Barduhn (1998), a CELTA trainer said, “Over the years I have heard different trainees state again and again that CELTA was the most impressive learning experience they had ever had” (p. 12). Taylor (2009) also stated that “the CELTA course really is a rewarding professional development tool for instructors at any stage of their career” (p. 20).

Previous studies related to the course have stated that with the combination of both practical and written assessments, the training also helps to establish basic classroom management skills (Douglas & Paton, 2013). Classroom management is a skill that cannot often be learnt from textbooks alone, and it is through trial and error and experience that most teachers develop proficiency in this area. Therefore, having CELTA on one’s résumé can give an added advantage above other candidates when applying for a prospective job. The CELTA as a qualification is prevalent amongst English language teachers worldwide and continues to be held in high esteem by employers (Murray & Stanley, 2013). As of May 2015, approximately 70% of international job advertisements in the ELT field required applicants to have acquired the CELTA. Employers value the CELTA, as it provides its graduates with “knowledge, skills and hands-on teaching” (University of Cambridge Local Examinations Syndicate, 2016).

CELTA involves three tiers of people: the teacher trainer, the participants who are taking the CELTA course, and the students who attend the teaching practice on the course as EFL students. Throughout this paper, they will be referred to as the teacher, the participants, and the students.

### Research Objectives

The purpose of this paper is to address how trainees’ confidence had developed on completion of the course. Consideration will also be given to what underlying factors contributed to trainees’ taking the part-time or intensive course.

### Participants

The participants in this study were CELTA candidates taking part in an intensive course in Chiang Mai, Thailand and a part-time course in Kobe, Japan. There were 23 participants in the courses, 11 in Chiang Mai and 12 in Kobe. From them, 16 respondents were involved in this study, eight in both Chiang Mai and Kobe. They were from 10 countries, predominantly female, and they varied in age from their early 20s to late 40s. Most of the participants had a masters’ degree and a career in EFL teaching, with experience ranging from less than 3 years to more than 15 years. The researchers were also participants on the CELTA course; one took the intensive course in Chiang Mai and the other the part-time course in Kobe. It was on their respective courses that they gathered the data discussed in this paper.

Overall, the participants taking the intensive course were younger and from a wider variety of international backgrounds than those taking the part-time course. Most of the intensive course participants were currently teaching EFL in countries throughout Europe and Asia. The majority of the participants in the part-time course already had some teaching experience and were currently teaching in Japanese institutions, ranging from junior high school to university. This data confirms results from research carried out by Cambridge ESOL, which found that the participants of part-time courses were older, with many having experience in EFL (Green, 2005). Most of the participants in this study chose to enrol in a CELTA course to improve both their teaching methods and practices and their employment opportunities.

**Table 1. CELTA Participant Nationalities**

Intensive course (Chiang Mai)		Part-time course (Kobe)	
Country	Number of participants	Country	Number of participants
Cambodia	1	USA	4
Pakistan	1	Japan	4
Australia	2	Jamaica	2
USA	4	Australia	1
Switzerland	1	India	1
Canada	1		
Italy	1		

Four participants on the part-time course in Kobe were Japanese nationals, but there were no Thai participants taking the intensive course in Chiang Mai. Although more investigation needs to be conducted to assess why, the researchers felt that this could perhaps be attributed to the difference in salaries and disposable incomes between the two countries.

## Method

Participants in both the CELTA intensive course and the part-time course were given a precourse and a postcourse questionnaire consisting of both closed and open-ended questions. The questionnaires were administered at the beginning and end of the courses respectively. In the precourse questionnaire, participants were asked questions regarding

- demographics,
- educational background,
- teaching experience,
- reasons for taking the course,
- reasons for choosing the intensive or part-time courses, and
- course expectations.

They were further asked to rate their current teaching confidence on a Likert-type scale in the four skills: reading, listening, speaking, and writing. In order to avoid participants selecting a neutral opinion, and to collect more accurate data, a Likert-type scale

of 4 points rather than 5 was adopted with 1 = *a level of zero confidence* and 4 = *having full confidence* (Edwards & Smith, 2014).

In the postcourse questionnaire, they were asked a number of questions as to whether or not the course had met their expectations. They were also asked again to rate their level of confidence in teaching across the four skills after having completed the course. (See Appendices for questionnaire items discussed in this paper.)

## Findings and Discussion

### *Reasons for Choosing Intensive or Part-Time*

Open-ended questions provided a deeper insight into the participants' motivations and reasons for undertaking the course they chose. It was clear from the part-time participants' comments that they had chosen the course predominantly because they had family or professional commitments that prevented them from being away for any extended period. An American male with less than 10 years teaching experience stated that "I chose the part-time course because I am required to work during weekdays," and an Australian female indicated that "My young family prevents me from taking the intensive course."

The intensive course participants showed a uniform theme of wanting to focus on their studies without distractions, such as work. An American female with less than 3 years teaching experience stated that "I wanted to immerse myself," and an Australian female with more than 15 years teaching experience indicated that the intensive course was "more time efficient."

### *Confidence Comparison*

In this section, participants ranked their confidence level in teaching grammar and the four skills, shown in Tables 2 through 7, prior to taking the course and directly after finishing the course. They were also asked to rank their confidence in regard to classroom management.

Research has shown that Japanese EFL students prefer the teacher to focus exclusively on the target language and avoid grammar instruction (Furuhata, 1999). Furthermore, Japanese EFL students have found native English teachers' explanations of grammar poor compared to their nonnative counterparts who could also address problems in their shared L1 when necessary (Walkinshaw & Duong, 2014). In a CELTA course all participants are required to teach grammar lessons. The participants in this study returned mixed results in confidence levels towards grammar, perhaps enforcing just how difficult it can be to teach for the native-speaker teacher (see Table 2).

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**Table 2. Participants' Confidence in Teaching Grammar**

Course	Confidence level	Pre-CELTA	Post-CELTA
Chiang Mai intensive ( <i>n</i> = 8)	Not confident	0	0
	Some confidence	5	2
	Very confident	3	4
	Extremely confident	0	2
Kobe part-time ( <i>n</i> = 8)	Not confident	1	1
	Some confidence	3	1
	Very confident	3	4
	Extremely confident	1	2

Most teachers of English in Japan are aware that Japanese learners have difficulty with English pronunciation (Ohata, 2004). It is necessary for teachers to develop an awareness of their students' articulation, yet teachers often have challenges because they are not familiar with their students' pronunciation (Liang-Chen, 2014). CELTA recognises the importance of correct pronunciation for communicative competence. In Table 3 can be seen the improved confidence of the participants on both courses in regard to teaching phonology. Although confidence levels increased among both intensive and part-time course participants, the confidence levels of the intensive course participants increased more. Moreover, confidence was found to decrease for several participants on the part-time course and two participants stated that they were not confident about teaching phonology.

**Table 3. Participants' Confidence in Teaching Phonology**

Course	Confidence level	Pre-CELTA	Post-CELTA
Chiang Mai intensive ( <i>n</i> = 8)	Not confident	0	0
	Some confidence	6	3
	Very confident	2	4
	Extremely confident	0	1
Kobe part-time ( <i>n</i> = 8)	Not confident	2	2
	Some confidence	2	2
	Very confident	2	3
	Extremely confident	2	1

Reading has been linked to a student's fluency progress. Reading activities should be within students' proficiency range and not include any unknown vocabulary or grammar patterns (Nation, 2009). A successful CELTA technique teaches candidates to preteach the vocabulary and grammar needed for reading tasks. Although participants on both courses showed an increase in confidence, more confidence was shown among the intensive course participants (see Table 4).

**Table 4. Participants' Confidence in Teaching Reading**

Course	Confidence level	Pre-CELTA	Post-CELTA
Chiang Mai intensive ( <i>n</i> = 8)	Not confident	0	0
	Some confidence	5	0
	Very confident	2	3
	Extremely confident	1	5
Kobe part-time ( <i>n</i> = 8)	Not confident	0	1
	Some confidence	2	0
	Very confident	4	2
	Extremely confident	2	5

Listening is recognised as one of the most crucial aspects of English language learning, and becoming proficient in listening is the initial stage of language acquisition (Clement, 2007; Liu, 2009). Most of the participants showed an increase in confidence in teaching listening lessons (see Table 5). However, post-CELTA, one Kobe part-time participant stated a lack of confidence in listening as well as the other three skills and also in classroom management.

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**Table 5. Participants' Confidence in Teaching Listening**

Course	Confidence level	Pre-CELTA	Post-CELTA
Chiang Mai intensive (n = 8)	Not confident	1	0
	Some confidence	5	0
	Very confident	1	4
	Extremely confident	1	4
Kobe part-time (n = 8)	Not confident	0	1
	Some confidence	2	1
	Very confident	5	2
	Extremely confident	1	4

Although adult Japanese students have studied English for at least 6 years in junior and senior high schools, research has found that they are reluctant to speak English, as they feel they are poor communicators (Abe, 2013). CELTA classes focus on pair work, which has been found to be more successful for developing and encouraging communication in Japan than students working individually (Abe, 2013). Confidence levels rose in both the intensive and part-time courses (see Table 6), as we have previously seen in other areas of the data. Once again respondents from the intensive course showed a higher level of confidence in regard to speaking lessons.

**Table 6. Participants' Confidence in Teaching Speaking**

Course	Confidence level	Pre-CELTA	Post-CELTA
Chiang Mai intensive (n = 8)	Not confident	1	0
	Some confidence	4	1
	Very confident	2	5
	Extremely confident	1	2
Kobe part-time (n = 8)	Not confident	2	1
	Some confidence	0	1
	Very confident	5	3
	Extremely confident	1	3

Research in writing pedagogy advocates pair feedback for more student involvement in the learning process (Hyland, 2000). CELTA lessons focus on pair work and pair feedback or class feedback, ensuring a modern approach to learning methodologies. Responses showed there was a greater increase in confidence for teaching writing skills amongst the intensive participants when compared to the part-time participants (see Table 7).

**Table 7. Participants' Confidence in Teaching Writing**

Course	Confidence level	Pre-CELTA	Post-CELTA
Chiang Mai intensive (n = 8)	Not confident	0	0
	Some confidence	5	0
	Very confident	3	5
	Extremely confident	0	3
Kobe part-time (n = 8)	Not confident	1	1
	Some confidence	2	0
	Very confident	5	4
	Extremely confident	0	3

Classroom management skills often take years of teaching experience to learn, with most teachers using a trial and error approach. Results show that on both courses participants' confidence increased post-CELTA (see Table 8). The findings illustrate the benefits of doing what Croker (2007), a previous CELTA graduate, suggested, "If you have not done a practical language teaching course that focuses on your classroom teaching, I encourage you to consider doing a CELTA course" (p. 10).

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**Table 8. Participants' Confidence in Classroom Management**

Course	Confidence level	Pre-CELTA	Post-CELTA
Chiang Mai intensive (n = 8)	Not confident	2	0
	Some confidence	3	1
	Very confident	3	4
	Extremely confident	0	3
Kobe part-time (n = 8)	Not confident	2	1
	Some confidence	2	1
	Very confident	3	5
	Extremely confident	1	1

On analysis of the results, it was clear that overall the participants on the intensive course in Chiang Mai finished the course with a lot more confidence in teaching the four skills when compared to the participants on the part-time course in Kobe. One possible reason for this could be attributed to the students participating in the teaching practice at the CELTA courses. We as participants on both courses noticed that many of the students in the teaching practice sessions, in both Chiang Mai and Kobe, were repeat learners who had participated as students in the course several times. A few of the students attending the part-time course in Kobe had actually graduated from CELTA themselves and had chosen to stay on as students to keep a connection to CELTA and to continue to be involved in the course (Language Resources, personal correspondence, April 21, 2017).

These students who attend the teaching practice are accustomed to a CELTA teaching style and are conscious that the CELTA participant is going to ask things such as instruction checking questions (ICQs) or concept checking questions (CCQs), and they are already aware of how they are going to answer. They are familiar with CELTA framed lessons and they know what is coming next, making the lessons flow somewhat smoothly. The participants on the part-time course, whose course progressed a lot slower, had the opportunity to take the concepts that they had learnt on the course into their workplace during the week. It is possible that they did not have the same success practicing the teaching methods learnt on the course and felt as though some of the concepts and methods taught did not always work in a real-life environment. Therefore, it is possible that the participants on the intensive course were instilled with a sort of false confidence, resulting in higher levels of confidence compared to the part-time course participants.

### **Employment Opportunities**

The majority of participants felt that they would have more job opportunities and would be able to advance in their careers with a CELTA qualification. As can be seen in Table 9, on a scale of 1-4, most participants chose 3 (*improved*) or 4 (*greatly improved*). The responses showed that the majority of participants from both the intensive and part-time courses believed their employment options had improved.

**Table 9. Improvement in Employment Opportunities**

Amount of improvement	Chiang Mai	Kobe
Not improved	0	1
Somewhat improved	0	2
Improved	5	2
Greatly improved	3	3

As well as improving their employment options, all of the participants also felt that they had learnt a lot about teaching and acquired invaluable knowledge and skills through taking the course (see Appendix E). A Japanese male participant with no teaching experience who intended to start teaching after CELTA remarked, "I thought I learned a lot and took away a lot of useful things that I could apply to my classes/work right away. The tutors were very helpful and guided me well." A Jamaican female respondent with less than 10 years teaching experience also stated, "Excellent trainers; learnt a lot about teaching." An American female with more than 10 years teaching experience also said, "I learned a lot of new teaching tools in the course. I felt that analysing the language was a good way to confirm that I knew the target language and the problems that I might come across when I was going to teach."

### **Cost**

Only a few participants mentioned the cost of the course playing a role in the selection of the CELTA option they chose. However, it was found that there was a large discrepancy in the cost between the two locations. The 4-week intensive course in Chiang Mai offered two options: (a) the course only, which came to USD\$1,600 and (b) a package including accommodation and three meals a day (excluding weekends) for USD\$2,495 (International House Chiang Mai, 2016). To take the part-time course at Language Resource-

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es in Kobe, it cost approximately ¥307,000 (approx. USD\$2,700 as at January 3, 2017). As there is only one location to take the CELTA in Japan, it can be a very costly course for those who need to commute from outside the Kansai region (Language Resources, 2013).

Becoming CELTA qualified requires a significant investment in regard to both time and money. The CELTA courses, whether part-time or intensive, are one of the more expensive TESOL certificates available. However, both trainees and employers alike can be assured of the high regard in which CELTA is held in terms of quality and consistency across evaluation and assessment, as well as having the prestige of being Cambridge University certified.

### Research Limitations

This study was conducted on a very small scale, with only 16 respondents. The researchers accept that it was a small sample size with limited scope. Future research will benefit by attaining more robust data sets in numerous countries with a greater number of CELTA participants. Moreover, future research would also ideally include data about the online CELTA course.

### Conclusions and Further Research Suggestions

There are many factors that have a bearing not only on whether to become CELTA qualified, but also on which of the three options is best for each individual—intensive, part-time, or online. This study, although small, does show a tendency towards the results being better for participants on the intensive course, but the fact is that not all of those wanting a CELTA qualification have the option to commit to the intensive course.

Ultimately, additional research should be done to both extend the sample size and to include participants undertaking the online option, so that a larger and more complete data set could be gathered. That could be used as the building blocks on which to create an online CELTA questionnaire to assist prospective participants to determine the most suitable course style for them.

A series of factors could be put to each participant, asking them to use a sliding bar to rank the degree of importance of that factor to them. These would include factors such as how important is the cost, the degree to which the respondent would be prepared to travel inside Japan and even outside, the degree to which personal and work commitments have an impact, and the results the respondent is looking for.

Using the results from the expanded research as the background engine, the online questionnaire could then provide the prospective participant with a recommendation

as to whether they should do the intensive, part-time, or online CELTA course, and this would be tailored to their particular circumstances.

Over time, and with the permission of the participants and the appropriate level of security and anonymity, data from this process could be combined with the precourse and postcourse surveys as outlined in this paper, to build a strong set of tools for assessing the effectiveness of each CELTA course type and even to indicate to those administering the course where possible improvements could be made.

### Bio Data

**Deborah Broadby** holds an MA in TESOL from the University of Tasmania and is a CELTA graduate. She teaches at several universities in the Nagoya area. Her research interests focus on the relationship between learners' health habits and learning outcomes, as well as teacher development. <debbiebroadby@gmail.com>

**Lauren Landsberry** holds an MA in applied linguistics from Monash University. She is a CELTA graduate and teaches at several universities throughout Nagoya. Her interests include world Englishes, bilingualism, SLA, and teacher development. <laurenlandsberry@gmail.com>

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## Appendix A

### Pre-CELTA Questionnaire, Chiang Mai, Thailand

#### Part A: Demographics

1. What is your gender? Male / Female
2. Where are you from?
3. How old are you? 20~25 / 26~30 / 31~35 / 36~40 / 41~45 / 46~50 / Over 50

#### Part B: Previous English Teaching Experience

1. What is the highest level of education you have completed?  
University / Master course / Doctorate course / Other \_\_\_\_\_
2. Do you have experience in teaching English?  
Yes / No
3. I have experience teaching English in these institutions .... (more than one answer is ok)  
Kindergarten /Nursery schools / Elementary School / Junior High School / High Schools  
College-University / English Conversation School / Cram School / Business English  
Other: \_\_\_\_\_
4. How many years have you taught English?  
Less than 3 years / Less than 5 years / Less than 10 years / Less than 15 years / More than 15 years

#### Part C: CELTA

1. What are your reasons for choosing the “4-week intensive course” over the “part-time course” or the “online course”?  
\_\_\_\_\_ (see Appendix E for all participant answers)
2. Why did you choose to do the CELTA? (more than one answer is ok)  
To kill time / To improve my personal teaching skills / To improve my employment opportunities / My employer asked me to do it / I was sponsored to do it / My friend recommended it / Other: \_\_\_\_\_
3. Why did you choose to do it in Thailand? (more than one answer is ok)  
Location / Cost / Culture / Food / Other: \_\_\_\_\_

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4. What do you think about the cost of the course?  
 Cheap / Reasonable / Expensive / Too Expensive
5. What do you think about the length of the intensive course?  
 Too short / Short / Long / Too long
6. What do you expect the quality of the course to be?  
 Low / Somewhat low / High / Extremely High

*Part D: Confidence Level*

Please rank your current confidence level in teaching the following things to “Adult English Learners” before taking the CELTA course.

1. Grammar  
 Not confident / Some confidence / Very confident / Extremely confident
2. Phonology  
 Not confident / Some confidence / Very confident / Extremely confident
3. Reading  
 Not confident / Some confidence / Very confident / Extremely confident
4. Listening  
 Not confident / Some confidence / Very confident / Extremely confident
5. Speaking  
 Not confident / Some confidence / Very confident / Extremely confident
6. Writing  
 Not confident / Some confidence / Very confident / Extremely confident
7. Classroom Management  
 Not confident / Some confidence / Very confident / Extremely confident

**Appendix B**

*Post-CELTA Questionnaire, Chiang Mai, Thailand*

*Part A: Demographics*

1. What is your gender? Male / Female
2. Where are you from?
3. How old are you? 20~25 / 26~30 / 31~35 / 36~40 / 41~45 / 46~50 / Over 50

*Part B: Confidence Level*

Please rank your current confidence level in teaching the following things to “Adult English Learners” after taking the CELTA course.

1. Grammar  
 Not confident / Some confidence / Very confident / Extremely confident
2. Phonology  
 Not confident / Some confidence / Very confident / Extremely confident
3. Reading  
 Not confident / Some confidence / Very confident / Extremely confident
4. Listening  
 Not confident / Some confidence / Very confident / Extremely confident
5. Speaking  
 Not confident / Some confidence / Very confident / Extremely confident
6. Writing  
 Not confident / Some confidence / Very confident / Extremely confident
7. Classroom Management  
 Not confident / Some confidence / Very confident / Extremely confident

*Part C: Employment Options*

1. How much do you think CELTA has helped improve your employment options?  
 Not improved / Somewhat Improved / Improved / Greatly Improved

Broadby & Landsberry: *CELTA: Part-Time or Intensive? Making the Right Choice*

**Appendix C**

**Pre-CELTA Questionnaire, Kobe, Japan**

*Part A: Demographics*

1. What is your gender? Male / Female
2. Where are you from?
3. How old are you? 20~25 / 26~30 / 31~35 / 36~40 / 41~45 / 46~50 / Over 50

*Part B: Previous English Teaching Experience*

1. What is the highest level of education you have completed?  
University / Master course / Doctorate course / Other \_\_\_\_\_
2. Do you have experience in teaching English?  
Yes / No
3. I have experience teaching English in these institutions .... (more than one answer is ok)  
Kindergarten / Nursery schools / Elementary School / Junior High School / High Schools  
College-University / English Conversation School / Cram School / Business English  
Other: \_\_\_\_\_
4. How many years have you taught English?  
Less than 3 years / Less than 5 years / Less than 10 years / Less than 15 years / More than 15 years

*Part C: CELTA*

1. What are your reasons for choosing the “ part-time course “ over the “4-week intensive course “ or the “online course”?  
\_\_\_\_\_ (see Appendix E for all participant answers)
2. Why did you choose to do the CELTA? (more than one answer is ok)  
To kill time / To improve my personal teaching skills / To improve my employment opportunities / My employer asked me to do it / I was sponsored to do it / My friend recommended it / Other: \_\_\_\_\_

3. Why did you choose to do it in Kobe, Japan? (more than one answer is ok)  
It is offered only in Kobe / Other: \_\_\_\_\_
4. What do you think about the cost of the course?  
Cheap / Reasonable / Expensive / Too Expensive
5. What do you think about the length of the part-time course?  
Too short / Short / Long / Too long
6. What do you expect the quality of the course to be?  
Low / Somewhat low / High / Extremely High

*Part D: Confidence Level*

Please rank your current confidence level in teaching the following things to “Adult English Learners” before taking the CELTA course.

1. Grammar  
Not confident / Some confidence / Very confident / Extremely confident
2. Phonology  
Not confident / Some confidence / Very confident / Extremely confident
3. Reading  
Not confident / Some confidence / Very confident / Extremely confident
4. Listening  
Not confident / Some confidence / Very confident / Extremely confident
5. Speaking  
Not confident / Some confidence / Very confident / Extremely confident
6. Writing  
Not confident / Some confidence / Very confident / Extremely confident
7. Classroom Management  
Not confident / Some confidence / Very confident / Extremely confident

## Appendix D Post-CELTA Questionnaire, Kobe, Japan

### Part A: Demographics

1. What is your gender? Male / Female
2. Where are you from?
3. How old are you? 20~25 / 26~30 / 31~35 / 36~40 / 41~45 / 46~50 / Over 50

### Part B: Confidence Level

Please rank your current confidence level in teaching the following things to “Adult English Learners” after taking the CELTA course.

1. Grammar  
 Not confident / Some confidence / Very confident / Extremely confident
2. Phonology  
 Not confident / Some confidence / Very confident / Extremely confident
3. Reading  
 Not confident / Some confidence / Very confident / Extremely confident
4. Listening  
 Not confident / Some confidence / Very confident / Extremely confident
5. Speaking  
 Not confident / Some confidence / Very confident / Extremely confident
6. Writing  
 Not confident / Some confidence / Very confident / Extremely confident
7. Classroom Management  
 Not confident / Some confidence / Very confident / Extremely confident

### Part C: Employment Options

1. How much do you think CELTA has helped improve your employment options?  
 Not improved / Somewhat Improved / Improved / Greatly Improved

## Appendix E Open-Ended Question Results

### Pre-CELTA, Chiang Mai

What are your reasons for choosing the “4-week intensive course” over the “part-time course” or the “online course”?

- It’s more convenient to do it with one go because I do not live in Thailand.
- Short time.
- Work requirement.
- Time, really.
- I wanted to immerse myself.
- I have nothing else to do.
- More time efficient.
- get it all done at once, without having to split my focus.

### Pre-CELTA, Kobe

What are your reasons for choosing the “part-time course” over the “4 week intensive course” or the “online course”?

- I work full time, and prefer learning in classrooms.
- I don’t think they offer an intensive course in Kobe. I knew already that I wouldn’t do the work, if I picked an online course.
- I prefer learning with classmates and it suits my schedule.
- The online course wasn’t offered. I chose the part-time course because I am required to work during weekdays.
- Family commitment & location.
- My young family prevents me from taking the intensive course and I didn’t realise there was an online course!
- I work full time, this seemed to be a better idea.
- In Japan the part-time course is the only available one, so there was not any other choice.
- I chose the part time course because I am required to work during weekdays.

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*Post-CELTA, Chiang Mai*

*Did the quality of the course meet your expectations? How?*

- Yes, the tutors were very good giving us all the ins and out of how to effectively teach a class. Everything we did was to standard and the tutors were very kind.
- Yes, the trainers are exceptionally gifted and their feedback was helpful and constructive rather than unnecessarily critical.
- Yes, amazing input sessions and great tutors.
- Yes, it was great.
- Yes, great teachers and high quality.
- Yes.
- Yes, great supportive tutors, making sure all the topics were covered and understood. It was hands-on and about trial and error which was very helpful.
- Yes, with great trainers who were motivating us step by step and also with the quality of most input sessions.

- Yes and No. Some did, but some didn't. I think the evaluation system is vague, not clear to me.
- Yes, the feedback from professional tutors and peers was an invaluable experience.
- Yes, excellent trainers; learnt a lot about teaching.

*Post-CELTA, Kobe*

*Did the quality of the course meet your expectations? How?*

- Yes.
- No, one specific instructor knew almost nothing about grammar. This instructor also had no experience using a second language above a novice level. The person also made many mistakes applying the CELTA methodology. In short, completely unqualified.
- Yes, I learned a lot of new teaching tools in the course. I felt analyzing the language was a good way to confirm that I knew the target language and the problems that I might come across when I was going to teach.
- Yes, mostly met my expectations. I was expecting a more academic focus in practice lessons instead of being a student while the main trainer did an activity. It made it harder to focus on what was going on by being in the middle of it instead of being detached.
- Yes, I thought I learned a lot and took away a lot of useful things that I could apply to my classes /work, right away. The tutors were very helpful and guided me very well.