The impact of the EPG on intensive teacher training courses

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The case study focused on the use of the EPG during Cambridge CELTA courses run at AVO Language and Examination Centre in Sofia, Bulgaria

More specifically, the investigation aimed:

- To reveal how EPG was integrated into the programme of four successive CELTA courses

- To investigate the dynamics of the development of teaching competences of CELTA course participants during the course (these were a mixture of experienced and inexperienced teachers of English, some of them native speakers of English and some not).

- To compare and analyse the level of competences at the start and at the end of the courses

For the purpose of the study we compared the entry and exit assessments in the two central sections of EPG, *key teaching competences and enabling competences*. However, trainees used the e-Grid to assess themselves in all categories.

<u>Findings</u>

- There was a marked tendency for trainees at the end of the course to assess themselves as at development phases 2.1 and 2.2 in all the selected categories

- This tendency was observed for all individual trainees with the exception of three who considered their performance to be 'stagnating' or less successful in the categories *lesson planning and assessment* at the end of the course

- The greatest progress was made in methodology: *knowledge and skills; lesson and course planning; and Interaction, management and monitoring*

- The least progress was made in *digital media* followed by *assessment*

- All trainees were highly motivated to do the self-assessment and trace their development. It took them about 15 minutes to complete it on the e-Grid, which they found user-friendly.

- Generally, there was no tendency to overestimate or underestimate one`s performance (self-assessments were compared with tutor assessment)

- The highest degree of progress gravitated towards phases 2.1 and 2.2, which reflects the creators' original idea to place CELTA graduates at these phases in terms of their qualifications and training.

- The results of the study were used as a basis for redesigning aspects of the course programme, for example by improving the input and practice related to assessment and digital competences.