

Mapping of *Online Teacher Training (OTT)* modules to EAQUALS Framework



The rationale behind mapping the **Online Teacher Training (OTT)** modules to the **EAQUALS Framework for Language Teacher Training and Development** stems from the need to use an internationally accepted teacher knowledge and competency mapping framework to understand, identify and measure these dimensions in teachers who have undergone training through the OTT modules.

Eaquals is an international member association (www.eaquals.org) and its main mission is to contribute to the enhancement of quality in language teaching and learning. In line with this mission Eaquals has designed the Framework which provides an overview of the key professional competences and skills needed by language teachers. The Framework can be accessed here: www.eaquals.org/our-expertise/teacher-development/the-eaquals-framework-for-teacher-training-and-development/

The modules are mapped to the section *Overview of language teacher competences across three phases of development* and encompass the three developmental phases of the Knowledge and Skills’ descriptors so that once the modules are used by participants, they will be in a position to evaluate the efficacy of the training by measuring learner outcome and gauge the degree of change brought about thus. Participants will fill in a self-assessment checklist to get a feedback on Knowledge and Skills’ uptake. The main areas and sub-areas described in Knowledge and Skills acquisition in the Eaquals Framework are listed below.

Main areas and their sub-sections				
Planning Teaching and Learning	Teaching and Supporting Learning	Assessment of Learning	Language, Communication and Culture	The Teacher as Professional
1 Learner needs and learning processes	1 Teaching methodology	1 Assessment and the curriculum	1 Using the target language effectively with learners	1 Self-assessment and teacher autonomy
2 Curriculum and syllabus (the teaching and learning programme)	2 Resources/Materials	2 Test types - selection, design and administration	2 Applying the principles of the Common European Framework for Reference	2 Collaborative development
3 Lesson aims and outcomes	3 Interacting with learners	3 Impact of assessment on learning	3 Giving sound language models and guidance	3 Exploratory teaching
4 The lesson - tasks, activities and materials	4 Lesson management	4 Assessment and learning processes	4 Handling relevant cultural issues as part of language learning	4 Lesson observation
	5 Using digital media		5 Applying practical insights from linguistics and psycho-linguistics	5 Professional conduct
	6 Monitoring learning			
	7 Learner autonomy			

Developing Effective Critical Listening Skills in Learners

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
A. Planning Teaching & Learning		
<p>Key Area 1: Learner needs & learning processes</p>	<p>Knowledge of the rationale for identifying learning needs and styles and finding ways of making learners aware of them (DP1) and how they are likely to differ from learner to learner (DP2).</p> <p>Knowledge of various processes and procedures for finding out about learning needs and their usefulness in different teaching contexts. (DP 2)</p> <p>Skills Designing procedures to find out about learners' language learning needs in a range of contexts and setting relevant learning objectives. (DP 3)</p> <p>Basing lesson and course design and the selection of learning activities on learners' needs. (DP 2)</p>	<p>Explanation of what 'critical listening' is, why it is necessary and how it is done for students at various levels of learning is explained. Differences with active listening explained with examples. (Slide: <i>Responsibilities in Critical Listening, What is the difference between active listening and critical listening?</i>)</p> <p>Slides: <i>Traditional way of teaching Listening, Tasks and Activities in OUP books that develop critical listening in Learner, When does listening involve critical thinking?</i></p> <p>Demonstrated in <i>Video</i>, processes explained by expert, Slide: <i>Sample activities used in various stages of Critical Listening.</i></p> <p>Slides: <i>Strategies to check for attributes of critical listening, Some ideas for critical listening activities for young learners, Frameworks: Moving from simple listening to critical listening</i></p>
<p>Key Area 2: Curriculum & syllabus</p>	<p>Knowledge The principles and rationale behind the school curriculum and syllabuses, and the way these relate to the needs of learners. (DP 2)</p> <p>The way in which the curriculum and the TLPs relate to each other. (DP 2)</p> <p>Skills Implementing the school curriculum and TLPs taking learners' needs into account. (DP 1)</p>	<p>Slides: <i>What is Critical Listening, Responsibilities in critical listening, Things to learn from critical listening, How critical thinking is linked with critical listening</i></p> <p>Slides: <i>Applying the framework to a poem, Method used in teaching traditional listening task</i></p>
<p>Key Area 3: Lesson aims & outcomes</p>	<p>Knowledge of language skills to be taught during a given course. (DP 1)</p> <p>The interdependence of learning outcomes, the teaching context and individual learners (DP 2)</p> <p>Common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (DP 1)</p>	<p>Ways to develop different kinds of listening skills have been discussed and shown. Knowledge about critical listening as different from active listening is explained.</p> <p>Exposure to context of different kinds of critical listening and the rationale behind the various objectives and their outcomes are presented throughout the module.</p>

	<p>Successfully balancing objectives that relate to language systems, language skills, and language use. (DP 2)</p> <p>Interdependence of learning outcomes, teaching contexts and individual learners. (DP 2)</p> <p>Analysing and developing plans for teaching all main formal and functional aspects of the target language and communication across all levels. (DP 3)</p> <p>Skills Linking language skills' development with learners' real-life needs (DP 2)</p> <p>Organising activities that integrate the use of different language skills. (DP 2)</p> <p>Matching thematic content and topics of lessons with linguistic aims. (DP 2)</p>	<p>Challenges addressed in slide: <i>Pitfalls to watch out for in critical listening.</i></p> <p>Objectives of specific target objectives discussed and shown with examples.</p> <p><i>Slides: How to uncover assumptions, How to separate facts and opinions</i></p> <p>Review tasks help reflect on this aspect.</p> <p>Throughout the module, teachers will learn how to transfer their knowledge on critical listening to functional aspects of the language and communication.</p> <p>The knowledge and skills learned here may be used for real-world requirements. Slides: <i>How to be open to new ideas, How to rely on reason and common sense, How to relate ideas, etc.</i></p> <p>In this module teachers learn how to organize activities that help develop critical listening skills.</p> <p>The thematic content in this module becomes secondary to the primary interest which is developing different kinds of critical listening. Slides: <i>Frameworks: Moving from simple listening to critical listening - Probing reasons and evidence</i></p>
<p>Key Area 4: Lesson tasks & activities</p>	<p>Knowledge Some possible ways of organising lessons and varying activities through a limited range of practice activities and interaction types relevant to the needs of learners (DP 1) and the cognitive demands of these types of activities (DP 2).</p> <p>Basic techniques for materials design. (DP 2)</p> <p>Rationale and options for planning lesson stages in different logical sequences. (DP 2)</p>	<p>Techniques shown in slides: <i>Framework slides, Critical listening with narratives for young learners, Strategies to check for attributes of critical listening, etc.</i>, offer knowledge in a variety of critical listening strategies.</p> <p>Many strategies have been shown step by step to guide teachers on how to design and use different TL materials.</p> <p>Specific techniques need specific processes and sequences. Some have been shown, e.g., <i>Frameworks: Moving from simple listening to critical listening - Probing assumptions, Frameworks: Moving from simple listening to critical listening - Probing viewpoint and perspectives</i></p>

	<p>Skills Critically assessing, selecting and using approaches and strategies to enhance learning opportunities. (DP 3)</p> <p>Selecting and creating teaching resources based on authentic materials, adapting them to suit the learners' language level and needs. (DP 3)</p> <p>Selecting or developing a variety of teaching procedures, techniques and activities for use by other teachers. (DP 3)</p> <p>Incorporating into learning activities a wide range of techniques to support the development of learner autonomy and study skills. (DP 3)</p>	<p>Slides: <i>Different Framework slides</i></p> <p>Techniques shown in the above-mentioned slides help teach how to use different kinds of material, including authentic material for critical thinking and listening.</p> <p>Slide: All techniques learned in the <i>Framework</i> slides may be shared with other teachers teaching other subjects as well.</p> <p>Techniques shown here may be used on learners to make them autonomous critical thinkers and listeners.</p>
Equals Framework	Equals Descriptors on 3 Levels	Examples from OTT modules

B. Teaching & Supporting Learning

Key Area 1: Teaching methodology	<p>Knowledge Concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels. (DP 1)</p> <p>Knowledge of principles and rationale behind selection of commonly used teaching approaches. (DP 2)</p> <p>Skills Using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication. (DP 1)</p> <p>Using classroom language appropriate to the level of the learners. (DP 1)</p>	<p>Concepts and meta-language needed are demonstrated for levels ranging from lower to higher levels, e.g., Slide: <i>What is the difference between active listening and critical listening?</i></p> <p>Methodology for teaching different ways to listen critically, evoking higher order thinking shown in slides like <i>Things to learn from critical listening, Using debates for Critical Listening.</i></p> <p>The various techniques that are shown offer the teacher a range of strategies to choose from, depending on the level of the learners. Slide: <i>Techniques for eliciting vocabulary</i></p> <p>Input and language is made age-appropriate, e.g., Slides: <i>Some ideas for critical listening activities for young learners, Cues to identify the critical message, Cues to identify the critical message.</i></p> <p>The many options provided by way of activities allow for evaluation of appropriacy and efficacy of activities.</p>
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<p>Key Area 2: Resources and materials</p>	<p>Knowledge Creating simple learning materials in line with learners’ interests and needs to complement other resources. (DP 1)</p> <p>Skills Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes. (DP 2)</p>	<p>Slide: See how it is done, using a picture, non-verbal elicitations</p> <p>Slides: <i>How to relate ideas, How to do note taking, How to uncover assumptions, etc.</i></p>
<p>Key Area 3: Interacting with learners</p>	<p>Knowledge Concepts and meta-language relevant to handling simple explanations and answering basic language questions at two or three levels. (DP 1)</p> <p>Concepts and terminology relevant to giving explanations and use questions at a fairly wide range of levels. (DP 2)</p> <p>Skills Efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, to optimise learning outcomes. (DP 2)</p> <p>Giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format. (DP 2)</p>	<p>Various ways of querying teach how to interact with learners through elicitation, e.g., Slides: <i>Six ways to improve your critical listening, Frameworks: Moving from simple listening to critical listening, How to separate facts and opinions</i></p> <p>Video, with SME explaining concepts and terminology. The entire module explains various terms related to critical listening.</p> <p>When setting up the class to give hands-on practice on the <i>Frameworks for moving from simple listening to critical listening: Probing reasons and evidence, Probing viewpoint and perspectives, Probing assumptions</i>, the teacher will be able to try out various interaction patterns.</p> <p>Slide: <i>KWL strategy for elicitation</i></p>
<p>Key Area 4: Lesson management</p>	<p>Skills Creating a positive and constructive classroom atmosphere. (DP 1)</p> <p>Organising longer teaching and learning sequences, building in variety, improvisation as a means of sustaining learner engagement and motivation. (DP 2)</p>	<p>Activities like the jigsaw and dictogloss, both of which require longer T/L sequences.</p>
<p>Key Area 6: Monitoring learning</p>	<p>Skill Identifying learners’ errors and using a basic range of techniques to correct them at a limited range of levels. (DP 1)</p>	<p>Some of the techniques shown in the module help to insert deep probes to develop critical listening. Errors made here will get identified because of the step-by-step treatment of the process and get addressed.</p>
<p>Key Area 7: Learner autonomy</p>	<p>Knowledge Some techniques for developing learner autonomy. (DP 1)</p>	<p>Slide: <i>How to do note taking</i> helps build learner autonomy.</p>

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C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	Knowledge Importance of learner’s classroom performance in assessing learning needs. (DP 1) Skill Delivering feedback to learner in an appropriate manner. (DP 1)	Once teacher has knowledge of learner while teaching processes of critical listening, they can guide the learner on remediation, learning gaps or progression. The processes shown in the module facilitate this.
Key Area 3: Impact of assessment on learning	Skill Delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning. (DP 2) Applying constructive and systematic approach to handling error. (DP 2)	Listening processes shown here also embed processes for giving feedback and building on learning gaps. Slides on <i>Framework: Probing Implications & Consequences</i>
Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
D. Language, Communication and Culture		
Key Area 1: Using the target language effectively with learners	Knowledge The causes of communication difficulties of learners with low and intermediate levels of proficiency. (DP 1) Skills Communicating at language level of learners. (DP 2 and DP 3)	Teachers will learn to identify aspects of critical listening that learners find difficult to process and how they hamper proficiency, and address the gap using some of the strategies shown in this module. Exposure to level specific design and implementation of critical listening will give teachers competence in using these strategies with learners at the appropriate levels.
Key Area 3: Giving sound language models and guidance	Knowledge Likely areas of difficulty in learning and using the target language up to B2. Skills Give correct and well contextualized models and examples of usage. Providing easily understood and comprehensive guidance. (DP 2)	Teachers, after doing the module will be able to offer critical listening input based on the cognitive level of learners. Examples shown in the module help a teacher see how to provide learners with right models. Slide: <i>Six ways to improve your critical listening</i>
Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
E. Teacher as Professional		
Key Area 1: Self-assessment and teacher autonomy	Knowledge Of a broad range of self-development processes and strategies. (DP 2)	After doing this module, teacher will be able to carry out the different tools and strategies in a structured manner, repeatedly, and across domains. (Slide: <i>How to relate ideas, How to</i>

	<p>Of a range of tools, resources, and processes to enhance strengths and to address areas of development. (DP 2)</p> <p>Skills Identifying, selecting, recycling, incorporating and exploiting range of tools, processes and resources. (DP 2)</p>	<p><i>rely on reason and common sense, How to uncover assumptions, etc.)</i></p> <p>Teacher will learn how to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes.</p>
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Self-Checklist on a scale of 1-5

(1= Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)

1. I understand the need to develop the skill of critical listening.
2. I know the principles and rationale behind selection of commonly used teaching approaches for developing critical listening.
3. I know different kinds of critical listening and their uses.
4. I can link development of critical listening with learners’ real-life needs.
5. I can identify the rationale and use options for planning lesson stages in a critical listening lesson.
6. I can select, adapt and design teaching/learning materials for a range of critical listening activities to optimise learning outcomes.

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