

## 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](http://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/](http://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			

## Ways to Develop Effective Reading Skills

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
<b>A. Planning Teaching &amp; Learning</b>		
<b>Key Area 1: Learner needs &amp; learning processes</b>	<p><b>Knowledge</b> Identifying learning styles and needs and finding ways of making learners aware of them. (DP 3)</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><b>Skills</b> Determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (DP 2)</p> <p>Designing procedures to find out about learners' language learning needs in a range of contexts and setting relevant learning objectives. (DP 3)</p>	<p>Pedagogical input in the module makes teachers aware of strategies of reading that are being employed for reading different texts. (Slide: <i>Skills needed for reading</i>)</p> <p>Pedagogical input facilitates this. (Slide: <i>What strategies does a reader use to read?</i>)</p> <p>Teacher will be able to determine levels in different skills of reading with the help of the rubrics shown in the module and estimate learning need. (Slide: <i>Rubrics to asses a reader</i>)</p>
<b>Key Area 2: Curriculum &amp; syllabus</b>	<p><b>Knowledge</b> The way in which the curriculum and the TLPs relate to each other. (DP 2)</p> <p><b>Skills</b> Implementing the school curriculum and TLPs taking learners' needs into account. (DP 2)</p> <p>Planning a logical sequence of lessons based on the TLP and learner needs. (DP 2)</p>	<p>The pedagogy provided will help teachers set the learning objective, after having mapped them to curricular requirements. (Slides: <i>Skills needed for reading, What strategies does a reader use to read?; Some reading strategies</i>)</p> <p>The different strategies guide the teacher in mapping learner needs to curriculum.</p> <p>Slide: <i>Video that shows sequence of TLP</i></p>
<b>Key Area 3: Lesson aims &amp; outcomes</b>	<p><b>Knowledge</b> Knowledge of how target language works with different genres, domains and levels. (DP 2 and DP 3)</p> <p>The grammar, vocabulary and pronunciation points and language skills to be taught during a given course. (DP 1)</p> <p>Interdependence of Learning Outcomes, teaching contexts and individual learners. (DP 2)</p> <p><b>Skills</b> Analysing and selecting from a wide range of language forms and functions for a wide range and level of learner needs. (DP 2)</p> <p>Linking language skills development with learners' real-life needs.</p>	<p>Module helps a teacher to identify learning outcomes and selecting reading texts and tasks accordingly.</p> <p>The selection of teaching text and additional supports help grow this competence in teachers.</p> <p>Slide: <i>Some reading strategies: Visualizing texts, Some reading strategies: Make prediction from the text, etc.</i></p> <p>Teacher will be able to adapt and tweak the methods learned to suit different genres, levels and domains. Slides: <i>Some reading strategies: Make inferences,</i></p>

	Organising activities that integrate the use of different language skills.	<p><i>Some reading strategies:</i> <i>Understanding the flow of logic by looking at signal words and phrases</i></p> <p><i>Slide Reciprocal Reading, The SQ3R method of reading</i></p>
<b>Key Area 4: Lesson tasks &amp; activities</b>	<p><b>Knowledge</b> Principles and techniques of materials with reference to various teaching contexts. (DP 3)</p> <p>The rationale and options for planning lesson stages in different logical sequences. (DP 2)</p> <p>A wide range of strategies for fostering learning opportunities to develop and sustain learner autonomy. (DP 3)</p> <p>Basic techniques for materials design. (DP 2)</p> <p><b>Skills</b> Selecting and designing teaching materials beyond the coursebook, using other language teaching materials and resources relevant to the learners’ needs and learning styles. (DP 2)</p> <p>Deciding on appropriate sequences of activities, timing and pace for lesson phases and activities. (DP 2)</p> <p>Identifying strengths and areas for further development. (DP 2)</p> <p>Devising activities to develop learner autonomy and study skills for use outside the classroom. (DP 3)</p>	<p>Pedagogy underpinning the entire module.</p> <p>Strategies discussed, and techniques shown throughout the module.</p> <p>Techniques shown in the module can be used generically, across disciplines.</p> <p>Teacher will learn from the many examples given in the module on how to use the same techniques with other resources. Slide: <i>Some reading strategies: Reading and scanning for important information, words or phrases</i></p> <p>Shown in Video</p> <p>Slides: <i>Rubrics to assess a reader: Contextual understandings, Conventions, processes and strategies</i></p>
<b>Equals Framework</b>	<b>Equals Descriptors on 3 Levels</b>	<b>Examples from OTT modules</b>
<b>B. Teaching &amp; Supporting Learning</b>		
<b>Key Area 1: Teaching methodology</b>	<p><b>Knowledge</b> Knowledge of principles and rationale behind selection of commonly used teaching approaches, methods and techniques. (DP 2)</p> <p><b>Skills</b> Effectively using different teaching/learning techniques for the development of receptive skills and engaging in productive and interactive communication. (DP 2)</p> <p>Setting up of a range of language learning activities /techniques and monitoring them (DP 2)</p>	<p>Methodology for reading, and learner-centred approach shown.</p> <p>(Slides: <i>Some Reading Strategies – Skimming, Scanning, Predicting, etc.</i>)</p> <p>Slides: <i>SQ3R method of reading, Reciprocal reading</i></p> <p>Slide: <i>Some reading strategies: Understanding the development of an argument, Steps for Reciprocal Reading, Steps for SQ3R</i></p>
<b>Key Area 2: Resources and materials</b>	<p><b>Knowledge</b> The rationale and principles behind the design, sequencing and use of a range of learning resources. (DP 2)</p> <p>Adapting or designing and using resources effectively. (DP 3)</p>	Techniques and strategies shown throughout the module guide the teacher in this knowledge and result in dexterous use of them.

	<p><b>Skills</b> Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes. (DP 2)</p>	
<p><b>Key Area 3: Interacting with learners</b></p>	<p><b>Knowledge</b> Knowledge of procedures for flexible switching from one type of activity to another. (DP 2)</p> <p><b>Skills</b> Setting up and monitoring activities, giving clear and relevant instructions, setting up multi-level group work. (DP 2 and DP 3)</p>	<p>(Slide: <i>Strategies to teach reading: Think alouds</i>)</p> <p>(Video lesson on Reading, Slide: <i>Steps for Reciprocal Reading</i>)</p>
<p><b>Key Area 4: Lesson management</b></p>	<p><b>Skills</b> Delivering effective lessons for a wide range of levels. (DP 2)</p> <p>Diagnosing individual learner needs. (DP 2)</p> <p>Assessing, reacting and responding to learner needs at the spur of the moment. (DP 2)</p>	<p>All techniques shown in the module are scalable and extensible and can be adapted for different levels.</p> <p>Step by Step Guidance of techniques makes this possible. (Slide: <i>Reciprocal Reading</i>)</p>
<p><b>Key Area 6: Monitoring learning</b></p>	<p><b>Skill</b> Using some techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity. (DP2)</p>	<p>Will develop to some extent in teaching Reciprocal Reading and SQ3R.</p>
<p><b>Key Area 7: Learner autonomy</b></p>	<p><b>Knowledge</b> Fairly wide range of techniques for developing and maintaining learner autonomy. (DP 3)</p> <p><b>Skills</b> Involving learners in decision making within the lesson. (DP 2)</p>	<p>Slides: <i>Some reading strategies: Understanding the flow of logic by looking at signal words and phrases, Some reading strategies: Visualizing texts</i> help build learner autonomy.</p> <p>Slide: <i>Some reading strategies: Generating questions, SQ3R method of reading</i></p>
<b>Equals Framework</b>	<b>Equals Descriptors on 3 Levels</b>	<b>Examples from OTT modules</b>
<b>C. Assessment of Learning</b>		
<p><b>Key Area 1: Assessment and the curriculum</b></p>	<p><b>Knowledge</b> Importance of learner's classroom performance in assessing learning needs. (DP 1)</p> <p>The principles and application of techniques of "assessment for learning". (DP 3)</p> <p><b>Skills</b> Monitoring classroom learning to identify learning needs and achievement. (DP 1)</p>	<p>Slide: <i>Rubrics to assess a reader</i> – these slides will give teachers the basics of what to assess when teaching reading.</p> <p>Teacher will monitor based on rubrics given.</p>
<b>Equals Framework</b>	<b>Equals Descriptors on 3 Levels</b>	<b>Examples from OTT modules</b>
<b>D. Language, Communication and Culture</b>		

<p><b>Key Area 1: Using the target language effectively with learners</b></p>	<p><b>Knowledge</b> The ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3)</p> <p><b>Skills</b> Communicating at language level of learners. (DP 2 and DP 3)</p>	<p>All techniques and strategies demonstrated in the module will help build bridges linguistically.</p>
<p><b>Key Area 3: Giving sound language models and guidance</b></p>	<p><b>Knowledge</b> ...of likely areas of difficulty in learning and using the target language up to B2.</p> <p><b>Skills</b> Give correct and well contextualized models and examples of usage.  Providing easily understood and comprehensive guidance. (DP 2)</p>	<p>Teachers, after doing the module will be able to pitch tasks and select materials based on the proficiency level of the learners.</p> <p>Examples shown in the module help a teacher see how to provide learners with right models.</p>
<p><b>Equals Framework</b></p>	<p><b>Equals Descriptors on 3 Levels</b></p>	<p><b>Examples from OTT modules</b></p>
<p><b>E. Teacher as Professional</b></p>		
<p><b>Key Area 1: Self-assessment and teacher autonomy</b></p>	<p><b>Knowledge</b> Of a broad range of self-development processes and strategies. (DP 2)  Of a range of tools, resources, and processes to enhance strengths and to address areas of development. (DP 2)</p> <p><b>Skills</b> Identifying, selecting, recycling, incorporating and exploiting a range of tools, processes and resources. (DP 2)</p>	<p>After doing this module, teacher will be able to carry out the different tools in a structured manner, repeatedly and across domains.</p> <p>Teacher will learn how to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes.</p>

**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 can identify learning needs and map them to different reading contexts.
2. I know the rationale and options for planning lesson stages and developing reading lessons with logical sequence, based on learner needs.
3. I can create a range of language learning activities based on the level of learners' reading needs and learning outcomes.
4. I can give clear and relevant instructions, set up multi-level group work, monitor in a reading lesson.
5. I can use techniques for developing learner autonomy and give decision-making power to learners during the reading lesson.
6. I can provide appropriate and well contextualized models and examples for illustration during a reading lesson.
7. I can use a range of tools, resources, and processes to teach the sub-skills of reading.
8. I can use a range of techniques to check reading comprehension.

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