

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			

Building Blocks for Expository Writing

Equals Framework	Equals Descriptors on 3 Levels	Examples from OTT modules
A. Planning Teaching & Learning		
Key Area 1: Learner needs & learning processes	<p>Knowledge 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>Clear classification of different sub-genres of expository texts so that teacher can see how each serves different needs and purposes. Will develop skills in teachers to set relevant objectives and design procedures. (Slide: <i>Frameworks of expository texts, Types of expository texts, Components</i>)</p> <p>Demonstrated in <i>Video</i> and processes explained by expert.</p>
Key Area 3: Lesson aims & outcomes	<p>Knowledge Interdependence of learning outcomes, teaching contexts and individual learners. (DP 2)</p> <p>Knowledge of how target language works with different genres, domains and levels of formality. (DP 2 and DP 3)</p> <p>Skills: Analysing and selecting from wide range of language form and functions for a wide range and level of learner needs. (DP 2)</p>	<p>Example evident in teaching how to structure and populate paragraphs for learners at all levels.</p> <p>Example shown in how to create thesis statement and develop an argument in different domains, using appropriate structures.</p>
Key Area 4: Lesson tasks & activities	<p>Knowledge The rationale and options for planning lesson stages in different logical sequences.</p>	<p>Demonstrated in video</p>
Equals Framework	Equals Descriptors on 3 Levels	Examples from OTT modules
B. Teaching & Supporting Learning		
Key Area 1: Teaching methodology	<p>Knowledge Knowledge of principles and rationale behind selection of commonly used teaching approaches, methods and techniques. (DP 2)</p> <p>Role of cognitive and affective factors in the learning process and the development of language competence. (DP 2)</p> <p>Skills Engaging in interactive and productive communication.</p> <p>Setting up of a range of language learning activities /techniques and monitoring them. (DP 2)</p>	<p>Methodology for maintaining balance between guided and scaffolded steps and learner autonomy, and learner-centred approach shown. (Slide: <i>Make learners notice the parts</i>)</p> <p>Cognitive factors addressed in teaching steps for thesis statement generation techniques, paragraph structuring processes shown.</p> <p>Slides: <i>How to present the thesis statement onwards.</i></p> <p>Hands on practice through slides: <i>Review 1, Step 1: Identify the reader, Step 2: Create a thesis statement, Step 3: Make an outline along with a thesis statement - A graphic organizer for expository writing; Hands-on practice for learners; Using graphic organizers for frames, etc.</i></p>

<p>Key Area 3: Interacting with learners</p>	<p>Knowledge Knowledge of procedures for flexible switching from one type of activity to another. (DP 2)</p> <p>Concepts and terminology relevant to giving explanations and use of questions at a range of levels. (DP 3)</p> <p>Skills Setting up and monitoring activities, giving clear and relevant instructions, setting up multi-level group work. (DP 2 and DP 3)</p>	<p>(Slides: <i>Frameworks of expository texts, Types of expository texts, Components</i>; Slides: <i>Classroom activity to teach how to write topic sentences for expository writing</i>)</p> <p>Ref.: Video, Slide: <i>Classroom activity to teach how to write topic sentences for expository writing</i></p>
<p>Key Area 4: Lesson management</p>	<p>Skills 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>Teaching learners how to conclude</i>)</p>
<p>Key Area 6: Monitoring learning</p>	<p>Knowledge Uses and shows the impact of feedback and their sources. (DP 2) Reflection is a way to self –assess.</p> <p>Skills Advising colleagues on techniques for monitoring learning. (DP 3)</p>	<p>Needs analysis and reflection as pedagogy are built into the module. (Slide Step 1: <i>Identify the reader, all the Review slides.</i>)</p> <p>Different techniques in the module where monitoring is also embedded as part of the technique, can be shared with colleagues.</p>
<p>Key Area 6: Learner autonomy</p>	<p>Knowledge Fairly wide range of techniques for developing and maintaining learner autonomy. (DP 3)</p> <p>Skills Involving learners in decision making within the lesson. (DP 2)</p>	<p>Slide: <i>Make learners notice the parts</i> helps build learner autonomy.</p> <p>Giving options, e.g., choosing how to begin an expository text. Slide: <i>Examples of leads.</i></p>
<p>Equals Framework</p>	<p>Equals Descriptors on 3 Levels</p>	<p>Examples from OTT modules</p>
<p>C. Assessment of Learning</p>		
<p>Key Area 1: Assessment and the curriculum</p>	<p>Knowledge Importance of learner’s classroom performance in assessing learning needs. (DP 1)</p> <p>Skills Delivering feedback to learner in an appropriate manner. (DP 1)</p>	<p>Once teacher has knowledge of learner performance by making the students go through the teaching learning process, they can guide the learner on their present and future direction of progression. The processes shown in the module facilitate this.</p>
<p>Key Area 3: Impact of assessment on learning</p>	<p>Skills Applying constructive and systematic approach to handling error. (DP 2)</p>	<p>Will be partially learned in a specific context where techniques are shown step by step and a teacher can give feedback on specific parts of the task, constructively. Slide: <i>Develop the point</i></p>

Equals Framework	Equals Descriptors on 3 Levels	Examples from OTT modules
D. Language, Communication and Culture		
Key Area 1: Using the target language effectively with learners	<p>Knowledge ...of ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3)</p> <p>Skills Communicating at language level of learners. (DP 2 and DP 3)</p>	<p>Real-time video of classroom interaction shows this.</p> <p>Multiple linguistic and cognitive strategies support to bridge communication gaps. (Slide: <i>Using graphic organizers for frames</i>)</p> <p>Exposure to level specific input and activity samples will give teachers competence in communicating with learners at the appropriate levels.</p>
Key Area 3: Giving sound language models and guidance	<p>Knowledge Likely areas of difficulty in learning and using the target language up to B2.</p> <p>Skills Give correct and well contextualized models and examples of usage.</p> <p>Providing easily understood and comprehensive guidance. (DP 2)</p>	<p>Teachers, after doing the module will be able to pitch tasks and select material based on the proficiency level of learners.</p> <p>Examples shown in the module help a teacher see how to provide learners with right models. (Slide: <i>A sample conclusion</i>)</p>
Equals Framework	Equals Descriptors on 3 Levels	Examples from OTT modules
E. Teacher as Professional		
Key area 1: Self-assessment and teacher autonomy	<p>Knowledge ...of a broad range of self-development processes and strategies. (DP 2)</p> <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>After doing this module, teacher will be able to carry out the different tools in a structured manner, repeatedly and across domains. (Slide: <i>Make learners notice the parts</i>)</p> <p>Teacher will learn how to adapt, tweak, recycle, and use material interchangeably for different tasks and processes. (Slide: <i>Understanding the reading-writing integrated process</i>)</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 in writing and design writing tasks accordingly.
2. I can analyse and select writing tasks based on my lesson aims.
3. I know concepts and terminology for giving explanations at a range of levels when teaching processes for expository writing.
4. I understand the rationale, options and stages for planning writing lessons based on lesson aims and learners' needs.
5. I can give clear and relevant instructions, set up multi-level group work, monitor when teaching writing.
6. I can use techniques for giving learner autonomy and decision-making power to learners during a writing lesson.

- 7. I can give positive and constructive feedback to learners at different stages of a writing lesson.
- 8. I can provide appropriate models and examples when teaching writing.

.....
.....