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

Eaquals
Excellence in Language Education

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			

Elicitation in the Classroom

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
A. Planning Teaching & Learning		
Key Area 1: Learner needs & learning processes	**Knowledge** The rationale for identifying learning needs and styles and finding ways of making learners aware of them (DP 1) and how they are likely to differ from learner to learner. (DP 2) Knowledge of various processes and procedures for finding out about learning needs and their usefulness in different teaching contexts. (DP 2) **Skills** 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) Basing lesson and course design and the selection of learning activities on learners' needs. (DP 2)	Explanation of what 'Elicitation' is, why it is necessary and how it is done for students at various levels of learning is explained. (Slides: *Understanding the context, Meaning of elicitation, Implication of elicitation, Reasons for elicitation*) Demonstrated in *Video*, processes explained by expert, Slides: *Question Types, Guidelines for effective questioning, When to elicit.* *Can be learned through the various options for techniques shown, (*Slide: *Ways to elicit* and the details on each of the techniques*)*
Key Area 3: Lesson aims & outcomes	**Knowledge** …of the grammar, vocabulary and pronunciation points and language skills, the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (DP 1) Anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these. (DP 1) Interdependence of learning outcomes, teaching contexts and individual learners. (DP 2) **Skills** Linking language skills development with learners' real-life needs. (DP 2) Differentiating learning objectives in the light of learners' needs. (DP 2)	This is the basic premise on which the OTT modules are built. This knowledge is had from previous knowledge. Further strengthened through slides like *Reasons for elicitation, Guidelines for effective questioning, When to elicit, etc.*) Learner needs will be partially gauged through the slides, *When to elicit, Pre-Teaching, What to pre-teach through elicitation?* *Review* tasks help reflect on this aspect. Learning objectives of learners can be concretized when a teacher learns the following: *How can we make eliciting words effective, Effective ways to elicit* Using different strategies for students with different learning needs, Slide: *Effective ways to elicit.*
Key Area 4: Lesson tasks & activities	**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	Techniques shown in slides like *Using probes to elicit, Non-verbal elicitations, Using WH framework to elicit, Elicitation through Socratic Questioning* offer knowledge in a

	the cognitive demands of these types of activities (DP 2). Basic techniques for materials design (DP 2) The rationale and options for planning lesson stages in different logical sequences. (DP 2)	variety of elicitation and interaction types. Many strategies have been shown step by step to guide teachers on how to design and use different TL materials. Specific techniques need specific processes and sequences. Some have been shown, e.g., *Elicitation through Socratic Questioning* Slide: *Using WH framework to elicit*
	Skills Critically assessing, selecting and using approaches and strategies to enhance learning opportunities. (DP 3) Selecting and creating teaching resources based on authentic materials, adapting them to suit the learners' language level and needs. (DP 3) Selecting or developing a variety of teaching procedures, techniques and activities for use by other teachers. (DP 3)	Techniques shown in slides like *See how it is done* and *Using probes to elicit, Using a picture* teach how to use different kinds of materials, including authentic material. Slide: *Techniques for eliciting vocabulary, Using probes to elicit,* etc. may be shared with other teachers teaching other subjects as well.
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
B. Teaching & Supporting Learning		
Key Area 1: Teaching methodology	**Knowledge** Concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels. (DP 1) Knowledge of principles and rationale behind selection of commonly used teaching approaches. (DP 2)	Concepts and meta-language needed are demonstrated for levels ranging from lower to higher levels, e.g., Slides: *How can we make eliciting words effective?, Effective ways to elicit.* Methodology for maintaining balance between guided and scaffolded steps and learner autonomy, and learner–centred approach shown. (Slides: *How to extend the probe, Techniques for eliciting vocabulary*) Different ways to elicit are shown so that a learner's processing and productive skills as well as capability to interact are enhanced. (Slide: *How to extend the probe*)
	Skills Using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (DP 1) Using classroom language appropriate to the level of the learners. (DP 1) Effectively using different teaching/learning techniques for the development of receptive	The various techniques that are shown offer the teacher a range of strategies to choose from, depending on the level of the learners. (Slide*: Techniques for eliciting vocabulary*) Exposure through video and expert narrative, strategies for classroom interaction, e.g., Slides: *Strategies for thinking-aloud type of elicitation, KWL,*

	skills and engaging in productive and interactive communication. (DP 2)

Using a range of core techniques to present and promote practice and support learning of the target language, e.g., vocabulary. (DP 1)

Setting up of range of language learning activities /techniques and monitoring them. (DP2) | *Elicitation strategies during pre-teaching, etc.*

Basic techniques for supporting the learning of vocabulary, e.g., *Techniques for eliciting vocabulary.* |
| **Key Area 2: Resources and materials** | **Knowledge**
Creating simple learning materials in line with learners' interests and needs to complement other resources. (DP1)

Skills
Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (DP2) | Slides: See how it is done, using a picture, non-verbal elicitations

Slide: *Elicitation through Socratic Questioning* |
| **Key Area 3: Interacting with learners** | **Knowledge**
The principles and procedures for effective management of a broad range of interaction modes for optimising learning, including the flexible switching from one type of activity to another. (DP 2)

Concepts and terminology relevant to giving explanations and answering language and use questions at a fairly wide range of levels. (DP 2)

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)

Helping learners to activate their existing learning strategies to prepare for and carry out tasks. (DP 2) | (Various ways of querying to teach how to interact with learners through elicitation, e.g., Slides: *Using WH framework to elicit, Elicitation through Socratic Questioning,*

Video, with SME explaining concepts and terminology. The entire module shows various ways to ask questions and seek responses, e.g., the funnel questioning technique.

Setting up the class for Socratic Questioning or setting up question probes will help teachers build the skill of exploring different interactional patterns.

Slide*: KWL strategy for elicitation* |
| **Key Area 4: Lesson management** | **Skills**
Organising longer teaching and learning sequences, building in variety, improvisation a a means of sustaining learner engagement and motivation (DP 2) | Techniques showing how to use the WH funnel or Socratic frameworks help keep the learner engaged and motivated for long periods of time. |
| **Key Area 6: Monitoring learning** | **Knowledge**
Uses the impact of Feedback and their sources. (DP 2)

The role of errors in the development of learners' language proficiency and in language learning. (DP 2) | Using learner response to generate further elicitation is a technique that is shown through structured steps. (Slide: Step 1: *Strategies for thinking-aloud type of elicitation*

While teaching some of the strategies, the teacher will learn how to turn the errors of the learners into an advantage and use them to elicit further, e.g., deeper probes. |

	Skills Giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support. (DP2)	Ways to lead the response feedback chain is demonstrated throughout the module.
Key Area 6: Learner autonomy	**Knowledge** Fairly wide range of techniques for developing and maintaining learner autonomy. (DP 3)	Slide: *KWL strategy for elicitation* helps build learner autonomy.

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	**Knowledge** Importance of learner's classroom performance in assessing learning needs. (DP 1) **Skills** Delivering feedback to learner in an appropriate manner. (L1)	Once teacher has knowledge of learner through the elicitation process, they can guide the learner on their present and future direction of progression. The processes shown in the module facilitate this.
Key Area 3: Impact of assessment on learning	**Skills** 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)	Elicitation processes shown also embed processes for giving feedback and building on learning gaps. E.g., slides on *How to extend the probe.*

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** …of ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3) **Skills** Communicating at language level of learners (DP 2 and DP 3)	Real time video of classroom interaction shows this. Multiple linguistic and cognitive strategies support to bridge communication gaps. (Slides: *Using probes to elicit*, *Techniques for eliciting vocabulary, Ways to elicit*) Exposure to level specific elicitation will give teachers competence in communicating 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 pitch questioning based on the cognitive level of learners. Examples shown in the module help a teacher see how to provide learners with right models. (Slide: *How to elicit using probes*)

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 processe and strategies. (DP 2) Of a range of tools, resources, and processes to enhance strengths and to address areas of development. (DP 2) **Skills** Identifying, selecting, recycling, incorporating and exploiting range of tools, processes and resources. (DP 2)	After doing this module, teachers will be able to carry out the different tools and strategies in a structured manner, repeatedly, and across domains. (Slide: *Elicitation through Socratic Questioning*) Teacher will learn how to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes. (Slide: *Using WH framework to elicit)*

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 have the knowledge of learner needs of elicitation at a range of levels.
2. I have the knowledge of appropriate ways of finding out about knowledge-gaps through different elicitation processes.
3. I have knowledge of closed and open-ended questions and can design them for purposes of elicitation.
4. I am able to identify when and what kind of elicitation is required.
5. I can critically assess and select type of elicitation to assess learner understanding.
6. I can use the various stages of elicitation for purposes of comprehension check and deep probing.

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