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			

Encouraging Students to Speak in the Classroom

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT Modules
A. Planning Teaching and Learning		
Key Area 1: Learner needs & learning processes	**Knowledge** The main areas where learning needs and learning styles are likely to differ from learner to learner. (DP 2) Knowledge of the principles behind various procedures and processes to identify learning needs, and how they relate to differing teaching contexts. (DP 3)	Clear classification of different kinds of speech acts so that teacher can see how each serves different needs and purposes. Will develop skills in teachers to set relevant objectives and design procedures. (Slides: *Factors to consider when planning speaking lesson, Strategies to teach speaking, 3 kinds of speaking acts.*)
	Skills Designing procedures to find out about learners' language learning needs in a range of contexts and setting relevant learning objectives. (DP 3) Basing lesson and course design and the selection of learning activities on learners' needs (DP 2)	Demonstrated in *Video* and processes explained by expert; different speaking activities and processes to teach them; how to make selection of activities, based on objectives.
Key Area 3: Lesson aims & outcomes	**Knowledge** The roles of grammar, vocabulary and pronunciation in spoken communication	E.g., evident in sections on *3 kinds of speaking acts; Speech as interaction, transaction, performance.*
	A wide range of aspects of communication and language: transaction versus interaction; speech versus writing (DP 2) The interdependence of learning outcomes, the teaching context and individual learners (DP 2)	E.g., foundation for concept of this inter-dependence discussed in Slides: *What oral production involves, Factors to consider when planning speaking lesson, Strategies to teach speaking: Giving options/Giving feedback.*
	Skills Analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a wide range of level and learner needs. (DP 2)	All the examples which show speech as social interaction, transaction and performance will develop these skills.
	Linking language skills' development with matching thematic content and topics of learners' real-life needs. (DP 2) Anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson. (DP 2)	Slides which explain when to use controlled, semi-controlled and free speaking activities will develop this competence.
	Adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision. (DP 2)	

Key Area 4: Lesson tasks & activities	**Knowledge** A wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs, and the cognitive demands of these types of activities. (DP 2) Basic techniques for materials design (DP 2) Strategies for fostering learning opportunities in the classroom (DP 2) **Skills** Selecting and designing teaching materials beyond the coursebook (DP 2) • 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)	Slides showing different speaking activities, like, gap-fills, brainstorming, storytelling, reporting, picture narration, etc. E.g., Slide information & opinion gaps Examples such as *Slide survey* show how to use authentic material for teaching speaking.
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
B. Teaching & Supporting Learning		
Key Area 1: Teaching methodology	**Knowledge** Knowledge of principles and rationale behind selection of commonly used teaching approaches, methods and techniques. (DP 2) Key issues in learning theory relevant to language learning (DP 2) **Skill** Effectively using different teaching/learning techniques for the development of receptive skills and engaging in productive and interactive communication. Efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness. (DP 2) Using a broad range of teaching approaches and techniques effectively and flexibly to fully develop receptive and productive skills. (DP 2)	Methodology for maintaining balance between guided and scaffolded steps and learner autonomy, and learner–centred approach shown. (Slide: *Things needed to facilitate speaking*) Slides: *Strategies to Teach Speaking: providing opportunities, What oral production involves, 2 basic types of oral production activities* *Slides to demonstrate various kinds of activities for oral production.*
Key Area 2: Resources and materials	**Knowledge** Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes. (DP 1)	The section which deals with the three kinds of speeches, and focusses on identifying and selecting teaching activities for optimal learning.

Key Area 3: Interacting with learners	Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes. (DP 2) Basic principles and procedures for managing teacher-class interaction - whole class teaching, group work, pair work, or individual activities. (DP 1) Concepts and meta-language relevant to handling simple explanations and answering basic language questions at two or three levels. (DP 1) **Skills** Setting up and monitoring activities, giving clear and relevant instructions, setting up multi-level group work. (DP 2 and DP 3).	(Slides: *Why is speaking Important, Things needed to facilitate speaking, Strategies to teach speaking,* etc.*)* Video slide on ***Information and Opinion Gaps*** shows how to give instructions.
Key Area 4: Lesson management	**Skills** Delivering effective lessons for a wide range of levels (DP 2) Diagnosing individual learner needs. (DP 2)	All techniques shown in the module are scalable and extensible and can be adapted for different levels. Step by step guidance of techniques makes this possible. (Slide: *Types of speaking activities* shows examples of how these activities must be done.**)**
Key Area 6: Learner autonomy	**Knowledge** Some techniques for developing learner autonomy (DP 1)	Slides that provide examples on how speech can be used as performance help 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** The importance of learners' classroom performance in assessing learning needs The relationship between intended learning outcomes as specified by the institution and the principles of assessment being applied. (DP 1)	The types of speaking activities shown in the modules inform the teacher about the expected learning outcomes of the different teaching activities and what need to be assessed.
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 the communication difficulties of learners with low and intermediate levels of proficiency. (DP 2) …of ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3)	Activities have been shown that will help overcome interpersonal communication gaps. (Slides: *Examples showing survey, role play, simulation, discussion*)

	Skills Identifying and overcoming communication difficulties and maintaining communication flow. (DP 3)	Exposure to level specific input and activity samples 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.	Teachers, after doing the module will be able to pitch tasks and select materials based on the proficiency level of learners.
	Skills Give good and correct models of language and paralinguistic features of usage for learners up to B1 level, for example: • good pronunciation models (sounds, stress and intonation) • correct models of written language (grammar, style, spelling) DP 1 Give correct and well contextualized models and examples of usage Providing easily understood and comprehensive guidance (DP 2)	Examples in the module help a teacher see how to provide learners with right models. The Video with subject matter expert's inputs provide guidance on this. Examples of different types of activities provide this.
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) Of a range of tools, resources, and processes to enhance strengths and to address areas of development (DP 2)	After doing this module, teachers will be able to carry out the different tools in a structured manner, repeatedly and across domains. (Slides: *Types of speaking activities*)
	Skills Identifying, selecting, recycling, incorporating and exploiting range of tools, processes and resources (DP 2)	Teacher will learn how to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes. (Slides: *Types of speaking activities, Tasks shown to develop structured, semi-controlled and communicative output.*)

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

1. I can identify learning needs in speaking tasks.
2. I know the basic concepts that inform the rationale as to why I choose particular speaking tasks.

3. I understand the rationale, options and stages for planning speaking lessons, based on lesson aims and learners' needs
4. I can decide when to choose structured, semi-controlled or communicative speaking tasks.
5. I can give clear and relevant instructions and set up pair or group work for a speaking activity.
6. I can give clear and relevant instructions for a speaking activity.
7. I can give positive and constructive feedback to learners at different stages of a speaking lesson.
8. I can provide appropriate models and examples when teaching speaking.

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