

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			

Phonemic Awareness and Teaching Phonics

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT Modules
A. Planning Teaching & Learning		
Key Area 1: Learner needs & learning processes	<p>Knowledge The rationale for identifying learning needs and styles and finding ways of making learners aware of them. (DP 1)</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>Skill 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>Basing lesson and course design and the selection of learning activities on learners' needs (DP2)</p>	<p>Explanation of rationale and essential terminology and difference between phonics, phonemic awareness and phonetics. (Slide: <i>Why develop phonemic and phonological awareness?;</i> <i>Phonological awareness, Phonics, Phonemic awareness</i>)</p> <p>Demonstrated in <i>Video</i>, processes explained by expert, slides explaining how sounds may be taught to learners, e.g., <i>Identification of position of sound, Activities for minimal pairs</i>.</p> <p>Can be learned through the various options for techniques shown, (Slides: <i>Activities for sound differentiation, Activities for teaching rhyme, Activities using minimal pairs</i>)</p>
Key Area 2: Curriculum & syllabus		
Key Area 3: Lesson aims & outcomes	<p>Knowledge Pronunciation points and language skills to be taught during a given course (DP 1)</p> <p>Basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (DP 1)</p> <p>Common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them. (DP 1)</p> <p>Interdependence of learning outcomes, teaching contexts and individual learners (DP 2)</p> <p>Skills Linking language skills' development with learners' real-life needs (DP 2)</p>	<p>Shared through discussion on phonemic awareness, phonological awareness, phonics, and why all of these should be taught.</p> <p>Strengthened through slides like <i>Activities to develop phonemic awareness, Basic phonics, How we produce the sounds, Basic rules you can teach students</i>.</p> <p>Learner needs will be partially gauged through the slides, <i>How we produce the sounds, Identification of position of sound, etc</i>.</p> <p><i>Review</i> tasks help to reflect on these aspects.</p> <p>Learning objectives of learners can be concretized when a teacher learns the following: <i>Strategies for ear sensitization & training</i>.</p> <p>Using different strategies for students with different learning</p>

	Differentiating learning objectives in the light of learners' needs (DP 3)	needs. Slides: <i>Strategies for ear sensitization & training, Sensitizing students towards the syllable.</i>
Key Area 4: Lesson tasks & activities	<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 (DP2)</p> <p>Rationale and options for planning lesson stages in different logical sequences (DP 2)</p> <p>Skills Deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs. (DP 2)</p>	<p>Techniques shown in slides like <i>Teaching the syllable, Strategies for ear sensitization & training, Sensitizing students towards the syllable</i> offer knowledge in a variety of ways to sensitize the students.</p> <p>Many strategies have been shown step by step to guide teachers on ear training.</p> <p>Specific techniques need specific processes and sequences. Some have been shown, e.g., <i>Strategies to teach syllables.</i></p> <p>Slide: <i>Strategies to teach syllables</i></p> <p>Techniques shown in slides like <i>How we produce the sounds, Basic Rules you can teach students</i>, demonstrate ways one can differentiate between sounds.</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>The notions of 'reception', 'production' and 'interaction' as key dimensions of language skills' development. (DP 1)</p> <p>Knowledge of principles and rationale behind selection of commonly used teaching approaches. (DP 2)</p> <p>Skills Using a range of core techniques to present and promote practice, and support learning of the target language (pronunciation). (DP 1)</p> <p>Using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (DP 1)</p>	<p>Concepts and meta-language needed are demonstrated in the initial slides on sound production. E.g., Slides: <i>Phonemic Awareness: Focal Areas, Ground check; Basics of phonics</i></p> <p>Slide: <i>How we produce the sounds</i></p> <p>Methodology for training learners in sound identification, differentiation and production (Slide: <i>Identification of position of sound</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>Identification of position of sound</i></p> <p>Exposure through Video and expert's narrative, strategies for classroom interaction, e.g., Slides: <i>Activities for minimal pairs, Activities for sound differentiation, Activities for teaching rhymes, etc.</i></p>

	<p>Effectively using different teaching/learning techniques for the development of receptive skills (DP 2)</p> <p>Using a broad range of teaching approaches and techniques effectively and flexibly to fully develop receptive and productive skills. (DP 3)</p>	<p>Basic techniques for identifying and producing, e.g., <i>Activities to develop phonemic awareness.</i></p> <p>Demonstration through classroom techniques - Slide: <i>Reinforce with practice drill and application</i></p>
Key Area 2: Resources and materials	<p>Knowledge The main kinds of learning resources and ways they can be used for a limited range (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: <i>Let students imbibe the rules, Teach like this... Reinforce with practice drill and application</i></p> <p>Slide: <i>Strategies for ear sensitization & training</i></p>
Key Area 3: Interacting with learners	<p>Knowledge Basic principles and procedures for managing teacher-class interaction - whole class teaching, group work, pair work or individual activities (DP 1)</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>Various ways of querying learners, teaching how to interact with learners, strategies to teach syllables, e.g., <i>Teach like this</i></p> <p>(Slides: <i>Video, with SME explaining concepts and terminology.</i>) The entire module shows various ways to identify sounds and syllables, ways to produce ‘s’ vowels, consonants, diagraphs and blends.</p> <p>Strategies for ear sensitization & training demonstrate how to teach these to learners.</p>
Key Area 4: Lesson management	<p>Skills Building in variety, improvisation as a means of sustaining learner engagement and motivation (DP 2)</p> <p>Assessing, reacting and responding to learner needs on the spur of the moment. (DP 2)</p>	<p>Teacher will learn this from the wide range of strategies that have been shown throughout the module. E.g., Slide: <i>Strategies for ear sensitization & training.</i></p> <p>Teacher’s own ear sensitivity will develop once this module is completed, so that s/he can identify errors in learners and give appropriate feedback.</p>
Key Area 6: Monitoring learning	<p>Knowledge Impact of specific cultural, social and learning contexts on language learning and teaching (DP 2)</p>	<p>Once the teacher gets to know how the sounds are produced (Slide: <i>How we produce the sounds</i>) s/he will be able to identify mother tongue influences and neutralize them.</p>

	<p>Role of errors in the development of learners' language proficiency and in language learning (DP 2)</p> <p>Skills Giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support. (DP 2)</p>	<p>While teaching some of the strategies, the teacher will learn how to turn the errors of the learner into an advantage and use them to improve their pronunciation.</p> <p>Strategies used throughout the module to make learners sensitive to sounds and stress help in developing this skill in teachers.</p>
Equals Framework	Equals Descriptors on 3 Levels	Examples from OTT Modules
C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	<p>Knowledge Importance of learner's classroom performance in assessing learning needs (DP 1)</p>	Once teacher has knowledge of learner's difficulties in pronunciation, s/he can guide the learner on their progression. The processes shown in the module facilitates this.
Key Area 3: Impact of assessment on learning	<p>Skills Delivering feedback to learners in an appropriate manner (L1)</p> <p>Delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning. (DP 2)</p> <p>Applying constructive and systematic approach to handling error. (DP 2)</p>	Teacher will learn to map the errors to some of the fundamental rules of English pronunciation and give the necessary feedback. E.g., slides on <i>How we produce the sounds</i> .
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>	Video of Subject Matter Expert and the pedagogy relating to English pronunciation will provide a firm base for the teacher and this will help him/her discern correct strategy to use for individual learners.
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 (DP 2)</p> <p>Skills Gives correct and well contextualized models and examples of usage.</p> <p>Provides easily understood and comprehensive guidance. (DP2)</p>	<p>Teachers, after doing the module will be able to provide the necessary support and opportunities for the learners.</p> <p>Examples shown in the module help a teacher see how to provide learners with right models. Slide: <i>How to pronounce the vowels and consonant, get the syllables correct</i>.</p>

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) 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 as and when needed, based on individual learner needs. Teacher will learn to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes.

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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