# EAQUALS Mapping

This document demonstrates how session aims and topics of the course map onto the EAQUALS framework for language teacher training and development.

The course is mapped to the EAQUALS descriptors of knowledge and skills across development phases 1 and 2.

In the grid below, S1.1 = Session 1, screen 1; S1.2 = Session 1, screen 2, etc.

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| **Session 1**<br><br>**How children learn** | • To review key learning theories and their application.<br>• To compare how children of different ages learn.<br>• To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session. | • Learning styles: younger and older learners<br>• Theories of child development: Piaget<br>• Theories of child development: Donaldson<br>• Theories of child development: Vygotsky<br>• Differences between age groups<br>• Analysing classroom activities<br>• Analysing classroom examples<br>• Evidence of learning tasks<br>• Session outcomes | **PLANNING TEACHING AND LEARNING**<br><br>**1: Learner needs & learning processes**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the rationale for identifying learning needs and taking account of these in planning (S1.1–3)<br>• different learning theories and how these are applied to the learning and teaching processes (S1.4–9; S1.12)<br><br>*Phase 2*<br>• the main areas where learning needs and learning styles are likely to differ from learner to learner (S1.1–3)<br>• various procedures and processes for finding out about learning needs, and their usefulness in different teaching contexts (S1.1–18)<br>• aspects of educational culture which might affect learners' approach to language learning (S1.4–9; S1.12)<br><br>**Skills**<br><br>*Phase 1*<br>• identifying some of the differences between the cognitive and affective needs of different learners (S1.4–9)<br>• integrating awareness of the cultural background of the learners into their teaching (S1.6)<br>• taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S1.17–18)<br><br>*Phase 2*<br>• determining and anticipating learners' language learning needs and learning styles at a range of levels, and selecting appropriate ways of finding out about these (S1.4–9)<br>• basing lesson and course design and the selection of learning activities on learners' needs (S1.17–18)<br><br>**4: The lesson – tasks, activities & materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• some possible ways of organising lessons and varying activities (S1.13–15)<br>• a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S1.13–15)<br>• the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S1.6) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | *Phase 2*<br>• various possible teacher and learner roles, and some effective lesson management techniques (S1.13–15)<br>• 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 (S1.13–15)<br>• a wide range of course-books and supplementary materials used for different purposes (S1.13–15)<br><br>**Skills**<br><br>*Phase 1*<br>none<br><br>*Phase 2*<br>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S1.17–18)<br><br>**TEACHING AND SUPPORTING LEARNING**<br><br>**1: Teaching methodology**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the main approaches, methods and techniques of language teaching, and their underlying principles (S1.4–9)<br><br>*Phase 2*<br>• key issues in learning theory relevant to language learning (S1.4–9)<br>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S1.13–18)<br><br>**Skills**<br><br>*Phase 1*<br>none<br><br>*Phase 2*<br>none<br><br>**2: Resources/Materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S1.10; S1.13)<br><br>*Phase 2*<br>• the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet-based media (S1.13–14)<br>• the relationship between cultural content in learning resources and the social and cultural background of learners (S1.6; S1.12) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | **Skills** |
| | | | *Phase 1* |
| | | | • effectively using a limited range of published materials and other learning resources (S1.13–16) |
| | | | *Phase 2* |
| | | | • adapting and effectively using a wide range of published and other learning materials, including digital resources (S1.13–16) |
| | | | • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S1.13–16) |
| | | | • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S1.13–15) |

(S2.1 = Session2, screen 1; S2.2 = Session 2, screen 2, etc.)

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| **Session 2**<br><br>**Learning to learn: 21st century skills** | • To examine the skills children need to have to be able to learn effectively.<br>• To identify what the key 21st century skills are.<br>• To explore tools and activities that prepare children for lifelong learning in the 21st century. | • Types of learner<br>• Skills needed by young learners<br>• Benefits of different types of classroom behaviour<br>• Importance of 'learning to learn' strategies<br>• 'Learning to learn' strategies: Pinter<br>• Main aims of activity<br>• Implications of 'learning to learn' skills for classroom teaching<br>• Using technology in the classroom<br>• 21st century skills required by students | **PLANNING TEACHING AND LEARNING**<br><br>**1: Learner needs & learning processes**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the rationale for identifying learning needs and taking account of these in planning (S2.1–3)<br><br>*Phase 2*<br>• various procedures and processes for finding out about learning needs, and their usefulness in different teaching contexts (S2.1–3)<br><br>**Skills**<br><br>*Phase 1*<br>none<br><br>*Phase 2*<br>• determining and anticipating learners' language learning needs and learning styles at a range of levels, and selecting appropriate ways of finding out about these (S2.1)<br><br>**4: The lesson – tasks, activities & materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' (S2.11–16)<br><br>*Phase 2*<br>• 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 (S2.11–16)<br>• strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S2.2; S2.5–7) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | • Incorporating 21st century skills in classroom teaching<br>• Creative thinking activities<br>• Critical thinking activities<br>• Real communication activities<br>• Further activities<br>• Evidence of learning tasks<br>• Session outcomes | **Skills**<br><br>**Phase 1**<br>none<br><br>**Phase 2**<br>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S2.20–21)<br><br>**TEACHING AND SUPPORTING LEARNING**<br><br>**1: Teaching methodology**<br><br>**Knowledge of**<br><br>**Phase 1**<br>• the notions of 'reception', 'production' and 'interaction' as key dimensions of language skills development (S2.5–7)<br>• the impact of affective factors on learning (S2.5–7)<br><br>**Phase 2**<br>• the role of cognitive and affective factors in the learning process and the development of language competence (S2.5–7)<br><br>**Skills**<br><br>**Phase 1**<br>• using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S2.5–7; S2.11–16)<br>• using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S2.11–16)<br>• using classroom language appropriate to the level of the learners (S2.5)<br><br>**Phase 2**<br>• effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S2.5; S2.11–16)<br>• efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S2.11–16)<br><br>**7: Learner autonomy**<br><br>**Knowledge of**<br><br>**Phase 1**<br>none<br><br>**Phase 2**<br>• some techniques for developing learner autonomy (S2.2; S2.5–7) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | **Skills**<br><br>*Phase 1*<br>• planning some activities to develop learner autonomy following procedures suggested by the course-book, colleagues or school (S2.11–16)<br><br>*Phase 2*<br>• including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S2.2–7; S2.11–16)<br>• involving learners in decision-making within the lesson and course (S2.5–7)<br>• encouraging learners to take responsibility for their learning, and advising them on independent learning options (S2.5–7)<br><br>**2: Resources/Materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>none<br><br>*Phase 2*<br>• the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet-based media (S2.8–9)<br><br>**Skills**<br><br>*Phase 1*<br>• creating simple learning materials in line with learners' interests and needs to complement other resources (S2.19–21)<br><br>*Phase 2*<br>• adapting and effectively using a wide range of published and other learning materials, including digital resources (S2.8–9; 2.11)<br>• selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S2.19–21)<br>• adapting and creatively using Information & Communication Technology (ICT) to aid learning in and outside the classroom (S2.8–9; 2.11) |

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(S3.1 = Session 3, screen 1; S3.2 = Session 3, screen 2, etc.)

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| **Session 3**<br><br>**Classroom management** | • To explore ways of managing interaction in the classroom.<br>• To examine strategies and practical ideas for working with large or mixed-ability classes.<br>• To identify ways of using the learners' first language (L1) as a resource. | • Children's involvement in classroom activities<br>• Issues in teaching mixed classes<br>• Creating a positive learning environment<br>• Using routine songs<br>• Collaboration in the classroom<br>• Setting up collaborative tasks<br>• Monitoring collaborative tasks<br>• Mixed-ability classes<br>• Supporting children with special educational needs and their parents<br>• Giving support with speaking activities<br>• Exploring other collaborative tasks<br>• Advantages and disadvantages of collaborative tasks<br>• L1 use and appropriacy in the classroom<br>• Writing a lesson plan | **PLANNING TEACHING AND LEARNING**<br><br>**4: The lesson – tasks, activities & materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• some possible ways of organising lessons and varying activities (S3.1–4; S3.8; S3.16)<br>• a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to learners' needs (S3.8; S3.10–11; S3.16–17)<br>• the meaning of 'learner autonomy', and the need to develop it (S3.14)<br>• the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S3.1; S3.7; S3.12–14; S3.16; S3.20)<br><br>*Phase 2*<br>• various possible teacher and learner roles, and some effective lesson management techniques (S3.1–2; S3.4; S3.8; S3.14; S3.16–17)<br>• 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 (S3.2; S3.5; S3.8; S3.10–11; S3.14–16–17)<br>• a wide range of course-books and supplementary materials used for different purposes  (S3.5; S3.15)<br>• strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S3.14)<br><br>**Skills**<br><br>*Phase 1*<br>• planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers' books (S3.17; S3.21)<br>• planning appropriate sequences of activities, paying attention to pace, variety and use of time (S3.2; S3.4; S3.8; S3.14; S3.21)<br>• planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S3.14)<br><br>*Phase 2*<br>• selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S3.11; S3.15)<br>• deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S3.2; S3.4; S3.8; S3.10–11; S3.14–17; S3.21)<br>• planning activities to support the development of learner autonomy, considering individual learner needs (S3.11; S3.14–17)<br>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S3.15; S23–24) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | • Evidence of learning tasks<br>• Session outcomes | **TEACHING AND SUPPORTING LEARNING**<br><br>**1: Teaching methodology**<br><br>**Knowledge of**<br><br>*Phase 1*<br>none<br><br>*Phase 2*<br>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S3.2; S3.4; S3.8)<br><br>**Skills**<br><br>*Phase 1*<br>• using classroom language appropriate to the level of the learners (S3.1; S3.10–11; S3.20)<br><br>*Phase 2*<br>• efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S3.9–11)<br><br>**2: Resources/Materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S3.5; S3.10–11; S3.15; S3.17)<br><br>*Phase 2*<br>none<br><br>**Skills**<br><br>*Phase 1*<br>• effectively using a limited range of published materials and other learning resources (S3.5; S3.15; S3.17)<br>• managing teaching/learning resources well in familiar teaching contexts/situations (S3.2)<br>• using resources effectively following suggestions in course-books and teacher's books (S3.17)<br>• creating simple learning materials in line with learners' interests and needs to complement other resources (S3.2)<br><br>*Phase 2*<br>• adapting and effectively using a wide range of published and other learning materials, including digital resources (S3.5; S3.15; S3.17)<br>• evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S3.15; S3.17)<br>• selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S3.17) |

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|---|---|---|---|
| | | | **3: Interacting with learners**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• basic principles and procedures for managing teacher–class interaction in whole class teaching, group work, pair-work or individual activities (S3.1–4; S3.6–11; S3.16–17; S3.21)<br><br>*Phase 2*<br>• 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 (S3.1–4; S3.16)<br>• concepts and terminology relevant to giving explanations and answering language and use questions at a fairly wide range of levels (S3.10)<br><br>**Skills**<br><br>*Phase 1*<br>• setting up and monitoring a basic range of classroom language learning activities, including pair and group-work, following suggestions in teacher's books (S3.4–9; S3.21)<br>• giving clear instructions for a range of basic classroom activities (S3.2)<br>• supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them<br>• varying interaction patterns to optimise learning (S3.10–11)<br><br>*Phase 2*<br>• efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, in order to optimise learning outcomes (S3.2; S3.7–11; S3.16; S3.21)<br>• giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S3.10)<br>• helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S3.2)<br>• varying teacher and learner roles to promote learner-centred activities (S3.2)<br><br>**4: Lesson management**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the kinds of guidance and teaching styles needed to cater for needs of different learners (S3.1–2)<br>• running the lesson as planned while adjusting pace, format and feedback to learners' reactions (S3.2; S3.8–10; S3.16)<br>• effectively using time so that learners feel they are making progress and remain motivated (S3.9)<br>• adopting different teacher and learner roles according to the teaching/learning context (S3.2)<br><br>*Phase 2*<br>• delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S3.10–11; S3.15–17)<br>• organising longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S3.10–11) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | • looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S3.2; S3.10–11; S3.20)<br>• assessing, reacting and responding to learner needs on the spur of the moment<br>• handling groups of learners from different cultural backgrounds, of different ages and/or with different abilities and needs (S3.1–2; S3.10–11; S3.15; S3.17)<br>• adapting and varying teacher roles to match the context and emerging learner needs (S3.1–2; S3.10–11)<br><br>**6: Monitoring learning**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• basic psychology of learning, and how languages, including the mother tongue, are learnt/acquired (S3.1–2; S3.12; S3.19)<br>• key issues relating to individual differences between learners, and their effect on classroom dynamics (S3.1–2; S3.12–13; S3.15)<br>• the role of feedback and error correction in fostering language learning (S3.4; S3.9)<br>• the nature and role of different kinds of motivation in learning (S3.2)<br><br>*Phase 2*<br>• the impact of specific cultural, social and learning contexts on language learning and teaching (S3.12–13)<br>• individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S3.11–15)<br>• the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment, etc.), on different aspects of performance such as fluency & accuracy (S3.9)<br>• the role of errors in the development of learners' language proficiency and in language learning (S3.4; S3.9)<br><br>**Skills**<br><br>*Phase 1*<br>• identifying learners' errors and using a basic range of techniques to correct them at a limited range of levels (S3.4; S3.9)<br>• giving feedback that is clear and identifies positive points as well as areas which need further work (S3.4; S3.9)<br>• identifying emerging needs and responding to them, seeking advice as necessary (S3.11; S3.15)<br>• keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting, etc.) (S3.2)<br>• using voice, body language and attitude to communicate with the class (S3.2)<br>• creating a positive & constructive classroom atmosphere (S3.2; S3.8–10; S3.20–21)<br><br>*Phase 2*<br>• giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S3.4; S3.9)<br>• responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S3.4)<br>• using a range of techniques for dealing with learners' errors including self and peer correction, and matching interventions appropriately to the type of activity (S3.4; S3.9) |

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(S4.1 = Session 4, screen 1; S4.2 = Session 4, screen 2, etc.)

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| **Session 4**<br><br>**Developing listening and speaking** | • To explore the principles of teaching and learning listening and speaking skills.<br>• To analyse the sub-skills involved in listening and speaking.<br>• To evaluate a range of activities, including storytelling, for teaching listening and speaking. | • Storytelling<br>• How younger and older children learn listening and speaking skills<br>• Strategies for teaching listening and speaking skills<br>• How children develop listening and speaking skills<br>• Post-storytelling listening and speaking activities<br>• Identifying speaking activity aims<br>• Bottom-up and top-down approaches<br>• Choosing activities to develop listening and speaking skills<br>• The benefits of storytelling<br>• Storytelling techniques: The Heron and the Hummingbird | **PLANNING TEACHING AND LEARNING**<br><br>**3: Lesson aims & outcomes**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S4.2)<br>• the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S4.2; S4.11)<br>• common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S4.16)<br><br>*Phase 2*<br>• a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S4.7–9)<br>• the interdependence of learning outcomes, the teaching context and individual learners (S4.5; S4.7)<br>• the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S4.3)<br><br>**Skills**<br><br>*Phase 1*<br>• analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S4.16)<br>• anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S4.16)<br>• planning basic activities aimed at integrating skills and at providing opportunities for recycling (S4.16)<br><br>*Phase 2*<br>• anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S4.16)<br>• adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S4.6; S4.14–16)<br>• linking language skills development with learners' real-life needs (S4.5)<br>• reflecting on the extent to which learning outcomes reflect lesson aims (S4.17–18)<br>• matching thematic content and topics of lessons with linguistic aims (S4.14–16) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | • Using e-books for storytelling<br>• Pre-story and post-story activities<br>• Principles of developing listening and speaking skills<br>• Storytelling techniques<br>• Preparing a storytelling lesson plan<br>• Evidence of learning tasks<br>• Session outcomes | **4: The lesson – tasks, activities & materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• some possible ways of organising lessons and varying activities (S4.4, S4.6–9; S4.11–13)<br>• a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs (S4.6–9; S4.11–15)<br>• the fact that language learning is a non-linear, cyclical process (S4.5)<br>• the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S4.6; S4.11)<br><br>*Phase 2*<br>• various possible teacher and learner roles, and some effective lesson management techniques (S4.11–15)<br>• the rationale and options for planning lesson stages in different logical sequences (S4.8)<br>• 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 (S4.4, S4.6–9; S4.11–15)<br>• a wide range of course-books and supplementary materials used for different purposes (S4.6; S4.9; S4.11–13)<br>• basic techniques for materials design (S4.16)<br>• strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S4.4–5 ;S4.9; S4.11)<br><br>**Skills**<br><br>*Phase 1*<br>• selecting and using a limited range of relevant additional resources and technical teaching aids (S4.6–9)<br>• planning appropriate sequences of activities, paying attention to pace, variety and use of time (S4.4; S4.9; S4.11–16)<br>• selecting activities aimed at getting learners to recycle previously encountered language (S4.16)<br>• introducing elements of intercultural awareness into lesson activities (S4.5)<br><br>*Phase 2*<br>• selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S4.6; S4.9; S4.11–14)<br>• deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, and matching these to learners' progress and needs (S4.6; S4.9; S4.11–16)<br>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S4.17–18)<br>• reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S4.6) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | **TEACHING AND SUPPORTING LEARNING**<br><br>**1: Teaching methodology**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels (S4.2–3)<br>• the main approaches, methods and techniques of language teaching, and their underlying principles (S4.11; S4.16)<br><br>*Phase 2*<br>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S4.10–11)<br><br>**Skills**<br><br>*Phase 1*<br>• using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S4.4–5; S4.8–9; S4.11–16)<br>• using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S4.15–16)<br>• using classroom language appropriate to the level of the learners (S4.2–3; S4.11–16)<br><br>*Phase 2*<br>• effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S4.4–5; S4.8–9; S4.11–16)<br>• efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S4.8; S4.11–16) |

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| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | **LANGUAGE, COMMUNICATION AND CULTURE**<br><br>**1: Using the target language effectively with learners**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the communication limitations and learning difficulties of learners with low levels of language proficiency (S4.2–5; S4.11–12; S4.16)<br><br>*Phase 2*<br>• the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S4.2–5; S4.11–12; S4.16)<br><br>**Skills**<br><br>**Phase 1**<br>• selecting language used in class to communicate effectively with learners of the target language up to B2 level (S4.2–3)<br>• recognising the main causes of communication difficulties up to, for example, B1 level (S4.2–3)<br>• overcoming basic communication problems with learners up to B1 (S4.2–3)<br><br>*Phase 2*<br>none |

(S5.1 = Session 5, screen 1; S5.2 = Session 5, screen 2, etc.)

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| **Session 5**<br><br>**Literacy** | • To examine the nature and use of literacy in the 21st century.<br>• To explore how literacy can be taught to younger and older young learners.<br>• To evaluate a range of practical activities and assess their suitability in helping children to become literate. | • Development of written language<br>• Defining literacy<br>• Developing literacy skills<br>• Differences between oral and written language<br>• Getting started with literacy<br>• Exploring how children become literate in their own language<br>• The sub-skills of reading and writing | **PLANNING TEACHING AND LEARNING**<br><br>**3: Lesson aims & outcomes**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S5.15)<br>• the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S5.2–6; S5.8; 5.10; S5.13; S5.20)<br>• common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S5.11)<br>• the complex interrelationship between teaching aims and learning outcomes (S5.19)<br>• the importance of integrated skills and of recycling and revision (S5.19; S5.22–23)<br><br>*Phase 2*<br>• a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S5.2–6; S5.8; 5.10; S5.13; S5.15; S5.17)<br>• the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S5.2–3; S5.6; S5.11) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | • Teaching reading<br>• Activating reading through prediction<br>• Bottom-up and top-down processing<br>• Approaches and activities for different classes<br>• Teaching writing<br>• Teaching writing to young learners of different ages<br>• Analysing classroom activities<br>• The importance of CLIL in literacy<br>• The benefits of extensive reading<br>• Encouraging extensive reading<br>• 21st century literacy: multi-modality<br>• Principles of literacy<br>• Analysing literacy activities<br>• Evidence of learning task<br>• Session outcomes | **Skills**<br><br>*Phase 1*<br>• analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S5.15; S5.21–23)<br>• anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S5.2–3; S5.6; S5.11)<br>• planning basic activities aimed at integrating skills and at providing opportunities for recycling (S5.17; S5.22–23)<br><br>*Phase 2*<br>• analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a fairly wide range of level and learner needs (S5.12; S5.14–15; S5.21–23)<br>• anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S5.2–3; S5.6; S5.11)<br>• adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S5.11)<br>• successfully balancing objectives that relate to language systems, language skills and language use (S5.6; 5.10)<br>• linking language skills development with learners' real-life needs (S5.6; S5.8; S5.20)<br>• organising activities that integrate the use of different language skills (S5.17; S5.22)<br>• reflecting on the extent to which learning outcomes reflect lesson aims (S5.8–9; S5.11; S5.13; S5.24)<br><br>**4: The lesson – tasks, activities & materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• some possible ways of organising lessons and varying activities (S5.12; S5.14; S5.20)<br>• a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs (S5.8–10; S5.12; S5.14)<br>• the fact that language learning is a non-linear, cyclical process (S4.5)<br><br>*Phase 2*<br>• various possible teacher and learner roles, and some effective lesson management techniques (S5.12; S5.14)<br>• 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 (S5.8–10; S5.12; S5.14–15)<br>• a wide range of course-books and supplementary materials used for different purposes (S5.15; S5.21–23)<br>• strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S5.18) |

**OXFORD TEACHERS' ACADEMY**

**Teaching English to Young Learners**
*Online professional development*

**ASSOCIATE**
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Excellence in Language Education

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | **Skills**<br><br>*Phase 1*<br>• planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers' books (S5.23)<br>• selecting and using a limited range of relevant additional resources and technical teaching aids (S5.15)<br>• planning appropriate sequences of activities, paying attention to pace, variety and use of time (S5.8–10; S5.12)<br>• planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S5.17–18)<br>• selecting activities aimed at getting learners to recycle previously encountered language (S5.17–18)<br>• introducing elements of intercultural awareness into lesson activities (S5.19)<br><br>*Phase 2*<br>• deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, and matching these to learners' progress and needs (S5.8–10; S5.12)<br>• planning activities to support the development of learner autonomy, considering individual learner needs (S5.17–18)<br>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S5.8–9; S5.11; S5.13; S5.24)<br>• reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S5.17–18)<br><br>**TEACHING AND SUPPORTING LEARNING**<br><br>**1: Teaching methodology**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the main approaches, methods and techniques of language teaching, and their underlying principles (S5.6; 5.10; S5.12; S5.14–15; S5.20)<br><br>*Phase 2*<br>• key issues in learning theory relevant to language learning (S5.13; S5.19)<br>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S5.6; 5.10; S5.12; S5.17; S5.20)<br><br>**Skills**<br><br>*Phase 1*<br>• using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S5.6; 5.10; S5.12; S5.14; S5.17–18; S5.20)<br><br>*Phase 2*<br>• effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S5.12–13; S5.17–18; S5.20)<br>• efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S5.12–13; S5.17) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | **LANGUAGE, COMMUNICATION AND CULTURE** <br><br> **1: Using the target language effectively with learners** <br><br> **Knowledge of** <br><br> *Phase 1* <br> • the communication limitations and learning difficulties of learners with low levels of language proficiency (S5.4–6; S5.11) <br><br> *Phase 2* <br> • the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S5.4–6; S5.11) <br><br> **Skills** <br><br> *Phase 1* <br> • selecting language used in class to communicate effectively with learners of the target language up to B2 level (S5.4–6) <br> • recognising the main causes of communication difficulties up to, for example, B1 level (S5.4) <br><br> *Phase 2* <br> none |

(S6.1 = Session 6, screen 1; S6.2 = Session 6, screen 2, etc.)

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| **Session 6** <br><br> **Grammar and vocabulary** | • To review current theories on teaching and learning grammar and vocabulary. <br> • To identify the aims of a range of grammar and vocabulary activities. <br> • To examine a range of practical activities and assess their suitability for young learners. | • Teaching grammar and vocabulary <br> • The grammar debate <br> • Key concepts in the grammar debate <br> • Learning grammar in a holistic way <br> • Identifying learner needs in different age groups <br> • The role of error correction <br> • Ideas for presenting vocabulary | **PLANNING TEACHING AND LEARNING** <br><br> **3: Lesson aims & outcomes** <br><br> **Knowledge of** <br><br> *Phase 1* <br> • the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S6.4–6; S6.9–14; S6.17; S6.19) <br> • the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S6.2; S6.4–6; S6.9–14; S6.17; S6.19) <br> • the complex interrelationship between teaching aims and learning outcomes (S5.19) (S6.17) <br> • the importance of integrated skills and of recycling and revision (S6.5; S6.10–12; S6.14; S6.17–19) <br><br> *Phase 2* <br> • the relationship between grammar, lexis, pronunciation and language skills (S6.2; S6.4–6; S6.10–14; S6.17) <br> • a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S6.4–6) <br> • the interdependence of learning outcomes, the teaching context and individual learners (S6.6; S6.9) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | • Ways of encouraging dynamic vocabulary use<br>• Assessing vocabulary activities for different age groups<br>• Summarising key points<br>• Applying principles in the classroom<br>• Identifying the aims of activities<br>• Analysing a lesson plan<br>• Principles of grammar and vocabulary teaching<br>• Evaluating a lesson/activity<br>• Evidence of learning tasks<br>• Session outcomes | **Skills**<br><br>*Phase 1*<br>• analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S6.12; S6.16; S6.18–19)<br>• planning basic activities aimed at integrating skills and at providing opportunities for recycling (S6.10–11; S6.17–19)<br><br>*Phase 2*<br>• analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a fairly wide range of level and learner needs (S6.16; S6.18–19)<br>• adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S6.10–11; S6.15; S6.17–19)<br>• successfully balancing objectives that relate to language systems, language skills, and language use (S6.12–13)<br>• linking language skills development with learners' real-life needs (S6.14)<br>• organising activities that integrate the use of different language skills (S6.12)<br>• reflecting on the extent to which learning outcomes reflect lesson aims (S6.20)<br>• matching thematic content and topics of lessons with linguistic aims (S6.6; S6.9)<br><br>**4: The lesson – tasks, activities & materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• some possible ways of organising lessons and varying activities (S6.6; S6.9; S6.16–17)<br>• a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs (S6.6; S6.9; S6.12; S6.15–17)<br>• the meaning of 'learner autonomy', and the need to develop it (S6.11)<br>• the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S6.6–7; S6.11; S6.14)<br><br>*Phase 2*<br>• various possible teacher and learner roles, and some effective lesson management techniques (S6.6; S6.9; S6.11–12; S6.14–16)<br>• 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 (S6.6; S6.9–12; S6.14–17)<br>• basic techniques for materials design (S6.16–17)<br>• strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S6.6–7; S6.11; S6.16–17)<br><br>**Skills**<br><br>*Phase 1*<br>• planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S6.11)<br>• selecting activities aimed at getting learners to recycle previously encountered language (S6.10–12; S6.14; S6.16–18) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | *Phase 2* <br>• selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S6.6–7; S6.9; S6.16) <br>• deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S6.6–7; S6.9; S6.12) <br>• planning activities to support the development of learner autonomy, considering individual learner needs (S6.11) <br>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S6.20) <br>• reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S6.10–11; S6.14; S6.16–19) <br><br>**TEACHING AND SUPPORTING LEARNING** <br><br>**1: Teaching methodology** <br><br>**Knowledge of** <br><br>*Phase 1* <br>• concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels (S6.11) <br>• the main approaches, methods and techniques of language teaching, and their underlying principles (S6.4–7; S6.9–12) <br><br>*Phase 2* <br>• key issues in learning theory relevant to language learning (S6.2; S6.4–7; S6.9–12) <br>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S6.2; S6.4–7; S6.9–12; S6.15; S6.17) <br>• the role of cognitive and affective factors in the learning process and the development of language competence (S6.17–18) <br><br>**Skills** <br><br>*Phase 1* <br>• using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S6.12–14; S6.17) <br>• using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S6.4–6; S6.9–13; S6.15; S6.17) <br><br>*Phase 2* <br>• effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S6.14–17) <br>• efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S6.14–17) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | **6: Monitoring learning** |
| | | | **Knowledge of** |
| | | | *Phase 1* |
| | | | • basic psychology of learning, and how languages, including the mother tongue, are learnt/acquired (6.2–7; S6.9; S6.17) |
| | | | • the role of feedback and error correction in fostering language learning (6.8; S6.14; S6.17) |
| | | | • the nature and role of different kinds of motivation in learning (S6.4–6; S6.9) |
| | | | *Phase 2* |
| | | | • the impact of specific cultural, social and learning contexts on language learning and teaching (S6.4–7) |
| | | | • the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment, etc.), on different aspects of performance such as fluency & accuracy (6.8) |
| | | | • the role of errors in the development of learners' language proficiency and in language learning (6.8; S6.14; S6.17) |
| | | | **Skills** |
| | | | *Phase 1* |
| | | | • identifying learners' errors and using a basic range of techniques to correct them at a limited range of levels (6.8) |
| | | | • giving feedback that is clear and identifies positive points as well as areas which need further work (6.8) |
| | | | • guiding learners towards appropriate lexical and grammatical reference materials (6.11) |
| | | | • identifying emerging needs and responding to them, and seeking advice as necessary (6.8) |
| | | | *Phase 2* |
| | | | • giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (6.8) |
| | | | • responding flexibly to learners' mood, feedback and problems, and changing plans to meet needs or opportunities that arise (6.8) |
| | | | • using a range of techniques for dealing with learners' errors including self and peer correction, and matching interventions appropriately to the type of activity (6.8) |
| | | | **LANGUAGE, COMMUNICATION AND CULTURE** |
| | | | **3: Giving sound language models and guidance** |
| | | | **Knowledge of** |
| | | | *Phase 1* |
| | | | • likely areas of difficulty in learning and using the target language up to, for example, B1 level (S6.7; S6.11) |
| | | | *Phase 2* none |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | **Skills**<br><br>*Phase 1*<br>• giving good and correct models of language and paralinguistic features of usage for learners up to, for example, B1 level<br>• good pronunciation models (sounds, stress and intonation) (S6.14–16)<br>• correct models of written language (grammar, style, spelling) (S6.4–5; S6.8; S6.14; S6.16)<br>• major language and communication difficulties to overcome at this level<br><br>*Phase 2*<br>• giving consistently correct and well-contextualised models & examples of usage up to at least B2 level (S6.4–5; S6.14–16)<br>• providing guidance and correctly answering questions on most aspects of communicative language use, as well as on grammar, vocabulary and pronunciation for learners up to this level (S6.4; S6.8; S6.16)<br>• demonstrating paralinguistic features and getting learners to rehearse these (S6.17)<br><br>**5: Applying practical insights from linguistics and psycho-linguists**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• how first languages, second and further languages develop (S6.2; S6.4–7; S6.11–13)<br>• basic concepts of connotation, collocation, chunking, fixed expressions, etc. (S6.5)<br><br>*Phase 2*<br>• child and adult language acquisition (S6.2; S6.4–7; S6.11)<br>• the effects of the mother tongue on second language learning (S6.16)<br>• the relevance of chunking, collocation and fixed expressions in language learning (S6.5)<br><br>**Skills**<br><br>*Phase 1*<br>• explaining or demonstrating distinctions between similar lexical and grammatical items up to B1 level and providing examples (S6.2)<br><br>*Phase 2*<br>• using reference sources, including frequency lists and inventories, for selecting and analysing the language to introduce for production and recognition up to at least C1 level (S6.11) |

(S7.1 = Session 7, screen 1; S7.2 = Session 7, screen 2, etc.)

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| **Session 7**<br><br>**Resources evaluation and lesson planning** | • To evaluate the suitability of different resources in a specific teaching context.<br>• To examine the benefits of good practice in lesson planning.<br>• To consider the range of resources available for a 'teacher's toolbox'. | • Education systems<br>• Lesson planning<br>• Individual teaching contexts<br>• Identifying teaching aims and learning outcomes<br>• Selecting course-book material<br>• Applying a SWOT analysis to a course-book<br>• Identifying problems with lesson planning<br>• Identifying different lesson types<br>• Lesson plan terminology<br>• Different stages in a lesson plan<br>• Using realia and resources<br>• Creating a bank of resources<br>• Using flashcards<br>• Using resources with young learners<br>• Principles of resources evaluation and lesson planning | **PLANNING TEACHING AND LEARNING**<br><br>**3: Lesson aims & outcomes**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S7.6)<br>• common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S7.6; S7.8)<br>• the complex interrelationship between teaching aims and learning outcomes (S7.5; S7.8)<br>• the importance of integrated skills and of recycling and revision (S7.11)<br><br>*Phase 2*<br>• the relationship between grammar, lexis, pronunciation and language skills (S7.11)<br>• a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S7.9; S7.11)<br>• the interdependence of learning outcomes, the teaching context and individual learners (S7.5; S7.8)<br>• the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S7.8; S7.12)<br><br>**Skills**<br><br>*Phase 1*<br>• selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account the needs of the learners in the group (S7.6)<br>• anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S7.8; S7.12)<br>• planning basic activities aimed at integrating skills and at providing opportunities for recycling (S7.11)<br><br>*Phase 2*<br>• anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S7.8; S7.11–12)<br>• successfully balancing objectives that relate to language systems, language skills and language use (S7.8; S7.11)<br>• linking language skills development with learners' real-life needs (S7.16)<br>• reflecting on the extent to which learning outcomes reflect lesson aims (S7.5; S7.17–18)<br>• matching thematic content and topics of lessons with linguistic aims (S7.11) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | • Writing a lesson plan<br>• Evidence of learning tasks<br>• Session outcomes | **4: The lesson – tasks, activities & materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• some possible ways of organising lessons and varying activities (S7.6; S7.8–11)<br>• a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs (S7.9–11)<br>• the prescribed course-book, especially the way it is structured, and other core resources (S7.3–4; S7.6–7; S7.12; S7.16)<br>• the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S7.2; S7.6; S7.8)<br><br>*Phase 2*<br>• various possible teacher and learner roles, and some effective lesson management techniques (S7.8–11)<br>• the rationale and options for planning lesson stages in different logical sequences (S7.10–11)<br>• 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 (S7.9–11)<br>• a wide range of course-books and supplementary materials used for different purposes (S7.6; S7.16)<br>• basic techniques for materials design (S7.12)<br>• strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S7.8; S7.11)<br><br>**Skills**<br><br>*Phase 1*<br>• gathering information on the resources available, and selecting teaching materials from set course-books (S7.3; S7.6–7; S7.16)<br>• planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers' books (S7.3; S7.12; S7.16)<br>• selecting and using a limited range of relevant additional resources and technical teaching aids (S7.6; S7.12; S7.16)<br>• planning appropriate sequences of activities, paying attention to pace, variety and use of time (S7.4; S7.11)<br><br>*Phase 2*<br>• selecting and designing teaching materials beyond the course-book, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S7.6; S7.12; S7.16)<br>• deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, and matching these to learners' progress and needs (S7.6; S7.10–11)<br>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S7.16–18)<br><br>**TEACHING AND SUPPORTING LEARNING**<br><br>**1: Teaching methodology**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the main approaches, methods and techniques of language teaching, and their underlying principles (S7.9; S7.11) |

| TEYL session | Session aims | Topics | Coverage of EAQUALS Framework |
|---|---|---|---|
| | | | *Phase 2* <br>• key issues in learning theory relevant to language learning (S7.2) <br>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S7.9; S7.11–12) <br><br>**Skills** <br><br>*Phase 1* <br>• using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S7.9–11) <br>• using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S7.9–11) <br><br>*Phase 2* <br>• effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S7.9–11) <br>• efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S7.11) <br><br>## 2: Resources/Materials <br><br>**Knowledge of** <br><br>*Phase 1* <br>• the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S7.4; S7.6–7; S7.9–10; S7.12; S7.14–16) <br><br>*Phase 2* <br>• the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet-based media (S7.14–16; S7.18) <br>• the relationship between cultural content in learning resources and the social and cultural background of learners (S7.18) <br><br>**Skills** <br><br>*Phase 1* <br>• using a limited range of published materials and other learning resources effectively (S7.6–7; S7.10; S7.12; S7.15–6) <br>• managing teaching/learning resources well in familiar teaching contexts/situations (S7.6; S7.11; S7.16) <br>• using resources effectively following suggestions in course-books and teachers' books (S7.3; S7.6; S7.16) <br>• creating simple learning materials in line with learners' interests and needs to complement other resources (S7.13–14) <br><br>*Phase 2* <br>• adapting and effectively using a wide range of published and other learning materials, including digital resources (S7.6; S7.12–15; S7.17) <br>• evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S7.4; S7.6–7; S7.12; S7.14–18) <br>• selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S7.4; S7.6; S7.12–17) <br>• effectively using various resources, including the board and body language, to optimise learning outcomes (S7.6; S7.10–16) <br>• adapting and creatively using Information & Communication Technology (ICT) to aid learning in and outside the classroom (S7.13) |

(S8.1 = Session 8, screen 1; S8.2 = Session 8, screen 2, etc.)

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| **Session 8**<br><br>**Feedback, evaluation and assessment** | • To examine the importance of assessment in learning.<br><br>• To compare different assessment methods.<br><br>• To understand how to use appropriate classroom assessment tasks. | • Definitions of assessment<br>• Benefits of assessment<br>• Assessment, evaluation or testing?<br>• Using assessment in class<br>• Formative and summative assessment<br>• Other types of assessment<br>• Identifying different types of assessment<br>• Classroom assessment methods<br>• Portfolio assessment<br>• Identifying assessment techniques<br>• Making assessment appropriate for young learners<br>• Looking at tests for young learners<br>• Other international exams for young learners<br>• Integrating technology into assessment | **PLANNING TEACHING AND LEARNING**<br><br>**4: The lesson – tasks, activities & materials**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs (S8.2; S8.6–11; S8.14–16)<br><br>*Phase 2*<br>• 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 (S8.2; S8.7–11; S8.14–16; S8.19–20)<br><br>**Skills**<br><br>*Phase 1*<br>• planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers' books (S8.2)<br><br>*Phase 2*<br>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S8.2)<br><br>**TEACHING AND SUPPORTING LEARNING**<br><br>**6: Monitoring learning**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the role of feedback and error correction in fostering language learning (S8.3; S8.17; S8.19–20)<br><br>*Phase 2*<br>• the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment, etc.) on different aspects of performance such as fluency & accuracy (S8.2–3; S8.5; S8.8–11 ;S8.16–17; S8.19–20)<br><br>**Skills**<br><br>*Phase 1*<br>• giving feedback that is clear and identifies positive points as well as areas which need further work (S8.9–10; S8.17)<br><br>*Phase 2*<br>• giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S8.2–3; S8.6; S8.9–11; S8.17) |

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| | | • Giving informative feedback<br>• Principles of assessment<br>• Including assessment in a lesson plan<br>• Evidence of learning tasks<br>• Session outcomes | **ASSESSMENT OF LEARNING**<br><br>**1: Assessment & the curriculum**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the basic differences between evaluation, assessment and testing (S8.2; S8.4)<br>• the importance of learners' classroom performance in assessing learning needs (S8.5; S8.9)<br>• the relationship between intended learning outcomes as specified by the institution and the principles of assessment being applied (S8.14)<br><br>*Phase 2*<br>• the underlying principles of and differences between testing, assessment and evaluation (S8.4; S8.13)<br>• the distinctions between formative, summative and diagnostic assessment, and how these are best used (S8.6–8; S8.18)<br>• the potential relationships between teaching/learning and assessment processes (S8.3; S8.5; S8.7–8; S8.11; S8.13; S8.16; S8.19–20)<br><br>**Skills**<br><br>*Phase 1*<br>• monitoring classroom learning to identify learning needs and achievement (S8.5; S8.8; S8.10; S8.19–20)<br>• carrying out assessment as instructed by the institution (S8.5)<br><br>*Phase 2*<br>none<br><br>**2: Test types – selection, design & administration**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• common types of tests, (e.g. placement, diagnostic, etc.) and task types (e.g. multiple choice, cloze, etc.) (S8.4; S8.7–9; S8.11; S8.14–16; S8.18; S8.21)<br>• procedures for running different types of test (S8.8–9; S8.11; S8.14–15)<br>• a range of basic techniques for grading learners' work (S8.8–9)<br>• how to correct, grade and comment on learners' work (S8.9–10)<br><br>*Phase 2*<br>• a wide range of different types of tests, and assessment techniques, taking into account cognitive and meta-cognitive competences (e.g. age, domain, etc) (S8.7–11; S8.14–16; S8.18; S8.21)<br>• a wide range of grading/scoring methods and the underlying techniques, e.g. weighting, using different types of grading/scoring scale (S8.7–9; S8.15) |

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| | | | **Skills**<br><br>*Phase 1*<br>• selecting from a pre-specified range of available (published and in-house) tests, and using them in familiar contexts (S8.11; S8.14–16)<br>• supervising test takers and marking class tests (informal and formal)<br>• administering tests according to procedures, ensuring test conditions are respected (S8.13–15)<br>• using an appropriate grading or scoring scheme for the test to ensure learners receive the correct grade/score (S8.14–15)<br><br>*Phase 2*<br>• collaborating in the design of tests and assessment tasks which are fit for purpose (S8.13; S8.16; S8.19–20)<br>• effectively using assessment tasks during teaching (S8.8–13; S8.19–20)<br>• overseeing and monitoring test administration (test taking, grading, recording of grades) (S8.14–15)<br>• selecting and using an appropriate grading/scoring method in line with the underlying test purpose and design (S8.13–15)<br><br>**3: Impact of assessment on learning**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the basic purposes of assessment in supporting learning (S8.2–5; S8.6; S8.8–16; S8.19–21)<br>• the types of feedback that can be given, e.g. from formal testing, assessment of class performance, general evaluation (S8.2–3; S8.7; S8.11; S8.14; S8.16–17)<br>• alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S8.2; S8.9–11; S8.16–17; S8.18)<br><br>*Phase 2*<br>• the different purposes for which testing and assessment can be used, e.g. assessment of learning, assessment for learning, certification (S8.3–5; S8.6; S8.8; S8.11; S8.14–15; S8.19–21)<br>• feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S8.3; S8.17)<br>• ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S8.9; S8.17)<br><br>**Skills**<br><br>*Phase 1*<br>• selecting appropriate ways of providing feedback for learners (S8.9; S8.11; S8.17)<br>• delivering feedback to learners in a manner appropriate to the purpose of the assessment and the assessment tasks and in a manner which helps subsequent learning (S8.10–11; S8.17)<br>• identifying situations in which self-assessment and peer assessment can be useful (S8.9–11)<br><br>*Phase 2*<br>• delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning (S8.3; S8.10–11; S8.17)<br>• providing individualised and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S8.10–11; S8.17) |

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| | | | **4: Assessment & learning processes**<br><br>**Knowledge of**<br><br>*Phase 1*<br>• the role of assessment and self-assessment in fostering learner motivation (S8.3; S8.5; S8.8–11; S8.14; S8.21)<br><br>*Phase 2*<br>none<br><br>**Skills**<br><br>*Phase 1*<br>• carrying out simple language assessment tasks in the context of classroom learning activities (S8.9; S8.11; S8.19–21)<br><br>*Phase 2*<br>• demonstrating and providing experience in task types and mechanisms in order to develop test-taking strategies for the learner (S8.21)<br>• using assessment as a means of motivating the learner and supporting learning (S8.3–4; S8.8–9; S8.11; S8.19–20) |