

## 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.

TET session	Session aims	Topics	Coverage of EAQUALS Framework
<b>Session 1</b> <b>Helping teenagers learn</b>	<ul style="list-style-type: none"> <li>To examine the main characteristics of teenage learners.</li> <li>To look at the skills that teenagers need to succeed.</li> <li>To investigate techniques to improve motivation in teenagers.</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes towards learning</li> <li>Working with teenagers</li> <li>How teenagers change</li> <li>Classroom thoughts – inside teenagers' heads</li> <li>Classroom thoughts – inside teachers' heads</li> <li>The teenage brain: a scientific analysis</li> <li>Three further ways in which teenagers' brains affect their behaviour</li> <li>A reflective task</li> <li>The skills that teenage learners need</li> <li>21st century skills</li> <li>Overview of the skills examined so far</li> <li>Life skills needed for further education or work</li> </ul>	<p><b>PLANNING TEACHING AND LEARNING</b></p> <p><b>1: Learner needs &amp; learning processes</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the rationale for identifying learning needs and taking account of these in planning (S1.2–7; S1.11)</li> <li>different learning theories and how these are applied to the learning and teaching processes (S1.11)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>aspects of educational culture which might affect learners' approach to language learning (S1.2–8)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>understanding and determining learners' main language learning needs using procedures designed by the school (S1.2–5; S1.7)</li> <li>identifying some of the differences between the cognitive and affective needs of different learners (S1.2–9; S1.20–2)</li> <li>taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S1.6–7; S1.10; S1.20–2)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these (S1.6–7; (S1.11)</li> <li>basing lesson and course design and the selection of learning activities on learners' needs (S1.6–7; S1.10; S1.18)</li> </ul> <p><b>4: The lesson – tasks, activities &amp; materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>some possible ways of organising lessons and varying activities (S1.10; S1.13)</li> <li>a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S1.7; S1.10; S1.13; S1.20–1)</li> <li>the meaning of 'learner autonomy', and the need to develop it (S1.11)</li> <li>the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S1.2–7; S1.10–11)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>Helping teenagers take control of their motivation to learn</li> <li>Dörnyei's self-motivating strategies</li> <li>Self-motivating learner strategies: some practical examples</li> <li>Motivating teenagers</li> <li>Principles of helping teenagers learn</li> <li>Promoting life skills and developing self-motivating strategies</li> <li>Evidence of learning tasks</li> <li>Session outcomes</li> <li>Discussion</li> </ul>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>various possible teacher and learner roles, and some effective lesson management techniques (S1.7; S1.10)</li> <li>the rationale and options for planning lesson stages in different logical sequences (S1.10; S1.20)</li> <li>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 (S1.7; S1.10; S1.13)</li> <li>basic techniques for materials design (S1.13)</li> <li>strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S1.13; S1.15–16; S1.20–2)</li> </ul> <p><b>Skills</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>planning appropriate sequences of activities, paying attention to pace, variety and use of time (S1.7; S1.10; S1.13; S1.20–1)</li> <li>planning some activities to develop learner autonomy following procedures suggested by the course-book or school</li> </ul> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>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 (S1.7; S1.13)</li> <li>deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S1.7; S1.10; S1.13)</li> <li>planning activities to support the development of learner autonomy, considering individual learner needs (S1.11; S1.13; S1.15–16; S1.20–2)</li> </ul> <p><b>TEACHING AND SUPPORTING LEARNING</b></p> <p><b>1: Teaching methodology</b></p> <p><b>Knowledge of</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>the notions of 'reception', 'production' and 'interaction' as key dimensions of language skills development (S1.7; S1.13)</li> <li>the impact of affective factors on learning (S1.2–9; S1.10–11)</li> </ul> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>key issues in learning theory relevant to language learning (S1.5–7)</li> <li>the role of cognitive and affective factors in the learning process and the development of language competence (S1.2–11; S1.13; S1.16)</li> </ul> <p><b>Skills</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S1.13)</li> <li>using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S1.13)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S1.13)</li> <li>efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S1.7; S1.10)</li> </ul> <p><b>2: Resources/Materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S1.13; S1.18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet-based media (S1.13; S1.18)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>effectively using a limited range of published materials and other learning resources (S1.13)</li> <li>managing teaching/learning resources well in familiar teaching contexts/situations (S1.13)</li> <li>creating simple learning materials in line with learners' interests and needs to complement other resources (S1.13; S1.20–1)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>adapting and using effectively a wide range of published and other learning materials, including digital resources (S1.13; S1.18)</li> <li>evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S1.13; S1.18)</li> <li>selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S1.13; S1.20–1)</li> <li>using various resources effectively, including the board and body language, to optimise learning outcomes (S1.13)</li> <li>adapting and using creatively Information &amp; Communication Technology (ICT) to aid learning in and outside the classroom (S1.13; S1.18)</li> </ul> <p><b>4: Lesson management</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the kinds of guidance and teaching styles needed to cater for needs of different learners (S1.2–10)</li> </ul> <p><i>Phase 2</i></p> <p>none</p>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting, etc.)</li> <li>• using voice, body language and attitude to communicate with the class (S1.8; S1.10)</li> <li>• creating a positive &amp; constructive classroom atmosphere (S1.7–8; S1.10)</li> <li>• running the lesson as planned while adjusting pace, format, and feedback to learners’ reactions (S1.7; S1.20–1)</li> <li>• using time effectively so that learners feel they are making progress and remain motivated (S1.10; S1.12; S1.14; S1.16)</li> <li>• adopting different teacher and learner roles according to the teaching/learning context (S1.7)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• organising longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S1.14)</li> <li>• adapting and varying teacher roles to match the context and emerging learner needs (S1.7–8; S1.10)</li> </ul> <p><b>6: Monitoring learning</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• basic psychology of learning, and how languages, including the mother tongue, are learnt/acquired (S1.8; S1.11)</li> <li>• key issues relating to individual differences between learners, and their effect on classroom dynamics (S1.5–7)</li> <li>• the role of feedback and error correction in fostering language learning</li> <li>• the nature and role of different kinds of motivation in learning (S1.7; S1.10; S1.12–14; S1.16)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• the impact of specific cultural, social and learning contexts on language learning and teaching (S1.5–9)</li> <li>• individual differences in learners (aptitude, motivation, learning style, education &amp; social background, etc.) and their impact on learning and teaching (S1.5–7; S1.14. 1.17)</li> </ul> <p><b>7: Learner autonomy</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• the meaning of ‘learner autonomy’, and the need for ways of developing it (S1.11; S1.13)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• some techniques for developing learner autonomy (S1.11–13; S1.16; S1.20–1)</li> </ul>

## Skills

### Phase 1

- planning some activities to develop learner autonomy following procedures suggested by the course-book, colleagues or school (S1.13–14; S1.16, S1.20–1)

### Phase 2

- including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S1.13–14; S1.16; S1.20–1)
- involving learners in decision-making within the lesson and course (S1.7)
- encouraging learners to take responsibility for their learning, and advising them on independent learning options (S1.13–14; S1.16; S1.20–2)

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

TET session	Session aims	Topics	Coverage of EAQUALS Framework
<b>Session 2</b> <b>Classroom management and motivation</b>	<ul style="list-style-type: none"> <li>To examine the main characteristics of teenage learners.</li> <li>To reflect on classroom management from the perspective of creating a positive learning environment.</li> <li>To define the elements of a positive learning environment.</li> <li>To establish why motivation is key to a positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Metaphors for teaching teenagers</li> <li>Emotional aspects of motivation</li> <li>Establishing authority</li> <li>Three kinds of teacher</li> <li>The learning environment</li> <li>Creating a positive learning environment</li> <li>Students with special educational needs</li> <li>Disruptive behaviour: group problems</li> </ul>	<p><b>PLANNING TEACHING AND LEARNING</b></p> <p><b>4: The lesson – tasks, activities &amp; materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>some possible ways of organising lessons and varying activities (S2.5–6; S2.10; S2.13; S2.18–19; S2.21–22)</li> <li>a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to learners’ needs (S2.5–6; S2.8; S2.10; S2.13; S2.18–19)</li> <li>the prescribed course-book, especially the way it is structured, and other core resources (S2.3)</li> <li>the meaning of ‘learner autonomy’, and the need to develop it (S2.5; S2.13; S2.18)</li> <li>the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S2.2–4; S2.6–11; S2.14; S2.19)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>various possible teacher and learner roles, and some effective lesson management techniques (S2.2–5; S2.7; S2.10; S2.13–14; S2.18)</li> <li>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 (S2.5; S2.8; S2.10–11; S2.13; S2.18–19; S2.21–22)</li> <li>strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S2.5; S2.13–14; S2.18–19; S2.21–22)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
	<ul style="list-style-type: none"> <li>To identify the best ways of motivating teenagers.</li> <li>To explore the role played by technology in motivating teenagers.</li> </ul>	<ul style="list-style-type: none"> <li>Responding to group problems</li> <li>Intrinsic and extrinsic motivation</li> <li>Dealing with high and low levels of motivation</li> <li>Motivating students: what teachers say</li> <li>What teachers can provide</li> <li>Reflection: where do you stand?</li> <li>The benefits of using technology</li> <li>Motivation and technology</li> <li>How technology can motivate</li> <li>What teenagers say about technology</li> <li>Questions about using technology: a chance to reflect</li> <li>Interview with a teacher</li> <li>Motivation through use of technology</li> <li>Principles of classroom management and motivation</li> </ul>	<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>planning appropriate sequences of activities, paying attention to pace, variety and use of time (S2.5; S2.7)</li> <li>planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S2.5)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>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 (S2.18–19; S2.21–22)</li> <li>deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S2.5; S2.7; S2.14)</li> <li>planning activities to support the development of learner autonomy, considering individual learner needs (S2.5; S2.13; S2.18)</li> </ul> <p><b>TEACHING AND SUPPORTING LEARNING</b></p> <p><b>1: Teaching methodology</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the notions of 'reception', 'production' and 'interaction' as key dimensions of language skills development (S2.18–19)</li> <li>the impact of affective factors on learning (S2.2–3; S2.6–10; S2.14; S2.18–19)</li> <li>the main approaches, methods and techniques of language teaching, and their underlying principles (S2.5)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>key issues in learning theory relevant to language learning (S2.6–7)</li> <li>the principles and rationale behind the selection and use of commonly used teaching approaches, methods, and techniques (S2.5)</li> <li>the role of cognitive and affective factors in the learning process and the development of language competence (S2.2–3; S2.6–8; S2.10; S2.13–14; S2.18–19)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S2.18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S2.7; S2.14; S2.18)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>Analysing a recent lesson</li> <li>Evidence of learning tasks</li> <li>Session outcomes</li> <li>Discussion</li> </ul>	<p><b>2: Resources/Materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S2.18–19)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet-based media (S2.16–19; S2.21–22)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>using a limited range of published materials and other learning resources effectively (S2.18–19)</li> <li>managing teaching/learning resources well in familiar teaching contexts/situations (S2.18–19)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>adapting and effectively using a wide range of published and other learning materials, including digital resources (S2.18–19)</li> <li>selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S2.8)</li> <li>adapting and creatively using Information &amp; Communication Technology (ICT) to aid learning in and outside the classroom (S2.16–19; S2.21–22)</li> </ul> <p><b>3: Interacting with learners</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>basic principles and procedures for managing teacher–class interaction in whole class teaching, group work, pair-work or individual activities (S2.2–4; S2.6; S2.10; S2.13–14)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>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 (S2.4–5; S2.13–14; S2.18)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>establishing a positive rapport conducive to effective learning (S2.2–7; S2.9; S2.13–14; S2.18)</li> <li>supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S2.10–11; S2.13; S2.15; S2.17)</li> <li>varying interaction patterns to optimise learning (S2.7; S2.10–11; S2.13; S2.18–19)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>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 (S2.10)</li> <li>helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S2.7)</li> <li>responding to and integrating feedback from learners, and handling cultural or other disagreement between learners (S2.9–11; S2.19)</li> <li>varying teacher and learner roles to promote learner-centred activities (S2.10; S2.14)</li> </ul> <p><b>4: Lesson management</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the kinds of guidance and teaching styles needed to cater for needs of different learners (S2.2–8; S2.10)</li> </ul> <p><i>Phase 2</i></p> <p>none</p> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>creating a positive &amp; constructive classroom atmosphere (S2.2–10; S2.13–14; S2.18)</li> <li>effectively using time so that learners feel they are making progress and remain motivated (S2.14; S2.17–18; S2.21; S2.24–25)</li> <li>adopting different teacher and learner roles according to the teaching/learning context (S2.2–8; S2.10; S2.13; S2.18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S2.8)</li> <li>organising longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S2.5; S2.7; S2.12–14; S2.17–18; S2.21)</li> <li>looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S2.8)</li> <li>assessing, reacting and responding to learner needs on the spur of the moment (S2.3; S2.10)</li> <li>handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S2.2–6; S2.9)</li> <li>adapting and varying teacher roles to match the context and emerging learner needs (S2.2–3; S2.5; S2.8; S2.10; S2.13–14; S2.18)</li> </ul> <p><b>5: Using digital media</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>useful websites and search-engines (S2.7; S2.17; S2.20)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S2.16; S2.18; S2.21–22)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>searching for potential teaching material on the internet (S2.7; S2.21–22)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>6: Monitoring learning</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>key issues relating to individual differences between learners, and their effect on classroom dynamics (S2.2–6; S2.8–9)</li> <li>the nature and role of different kinds of motivation in learning (S2.9–12; S2.14–15; S2.17–18; S2.21–22; S2.24–25)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the impact of specific cultural, social and learning contexts on language learning and teaching (S2.2–6; S2.10; S2.17–18)</li> <li>individual differences in learners (aptitude, motivation, learning style, education &amp; social background etc.) and their impact on learning and teaching (S2.2–15; S2.17–18)</li> </ul>

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

TET session	Session aims	Topics	Coverage of EAQUALS Framework
<p><b>Session 3</b></p> <p><b>Listening and speaking skills for teenagers</b></p>	<ul style="list-style-type: none"> <li>To review and develop listening activities for use with teenagers.</li> <li>To review and develop speaking activities for use with teenagers.</li> <li>To explore ideas for using drama in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Metaphors for teaching teenagers</li> <li>Advantages and disadvantages of focusing on listening and speaking skills</li> <li>Characteristics of listening and speaking skills</li> <li>Use of film/DVD and drama-based activities</li> <li>Approaches and theories for listening</li> <li>A framework for listening skills lessons</li> </ul>	<p><b>PLANNING TEACHING AND LEARNING</b></p> <p><b>3: Lesson aims &amp; outcomes</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S3.2–3; S3.8–9)</li> <li>the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S3.2; S3.8–9; S3.15)</li> <li>common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S3.2–5; S3.7–9; S3.13; S3.16)</li> <li>the complex interrelationship between teaching aims and learning outcomes (S3.9; S3.13; S3.16)</li> <li>the importance of integrated skills and of recycling and revision (S3.9)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the relationship between grammar, lexis, pronunciation, and language skills (S3.9)</li> <li>a wide range of aspects of communication &amp; language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S3.2–5; S3.8–9; S3.13; S3.15; S3.17)</li> <li>the interdependence of learning outcomes, the teaching context and individual learners (S3.2–3; S3.9; S3.13; S3.16–17)</li> <li>the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S3.2–5; S3.7–9; S3.16)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>Teenagers and listening skills</li> <li>Features of spoken English</li> <li>Teenagers and speaking skills</li> <li>Tasks for speaking</li> <li>Lesson plans for speaking skills</li> <li>Use of film in the classroom</li> <li>Building students' confidence in speaking</li> <li>Using of drama with teens</li> <li>Types of drama activity</li> <li>Issues and solutions using drama</li> <li>Integrating drama into lessons</li> <li>Further information about listening and speaking</li> <li>Principles of teaching listening and speaking</li> <li>Speaking lesson plan</li> <li>Evidence of learning tasks</li> <li>Session outcomes</li> <li>Discussion</li> </ul>	<p><b>Skills</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S3.7–8; S3.11; S3.20–21)</li> <li>selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account learners' needs in the group (S3.2–4; S3.6–7; S3.11)</li> <li>anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S3.2–5; S3.7; S3.9; S3.16)</li> <li>planning basic activities aimed at integrating skills and at providing opportunities for recycling (S3.9; S3.14–15; S3.17)</li> </ul> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>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 (S3.2–3; S3.7; S3.14–17)</li> <li>anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S3.2–9; S3.16)</li> <li>successfully balancing objectives that relate to language systems, language skills, and language use (S3.2–3; S3.5; S3.7–8; S3.11)</li> <li>linking language skills development with learners' real-life needs (S3.2–5; S3.8)</li> <li>organising activities that integrate the use of different language skills (S3.2–5; S3.8; S3.10; S3.14–15; S3.17; S3.20–21)</li> <li>reflecting on the extent to which learning outcomes reflect lesson aims (S3.2; S3.21)</li> <li>matching thematic content and topics of lessons with linguistic aims (S3.2–4; S3.8; S3.12)</li> </ul> <p><b>4: The lesson – tasks, activities &amp; materials</b></p> <p><b>Knowledge of</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>some possible ways of organising lessons and varying activities (S3.2–7; S3.9–15; S3.17; S3.20–21)</li> <li>a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs (S3.2–3; S3.6–7; S3.9–15; S3.17; S3.20–21)</li> <li>the fact that language learning is a non-linear, cyclical process (S3.2)</li> <li>the meaning of 'learner autonomy', and the need to develop it (S3.7; S3.12)</li> <li>the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S3.2–5; S3.7; S3.9)</li> </ul> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>various possible teacher and learner roles, and some effective lesson management techniques (S3.2–3; S3.6–7; S3.9; S3.11–16; S3.20)</li> <li>the rationale and options for planning lesson stages in different logical sequences (S3.2; S3.6; S3.11)</li> <li>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 (S3.2–3; S3.6–7; S3.9–17; S3.20)</li> <li>a wide range of course-books and supplementary materials used for different purposes (S3.10; S3.12)</li> <li>basic techniques for materials design (S3.2; S3.12)</li> <li>strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S3.2–3; S3.7; S3.11–14)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>selecting and using a limited range of relevant additional resources and technical teaching aids (S3.2–3; S3.10–11; S3.13)</li> <li>planning appropriate sequences of activities, paying attention to pace, variety and use of time (S3.2; S3.4–7; S3.9; S3.11; S3.20)</li> <li>planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S3.7; S3.12)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>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 (S3.2–3; S3.7; S3.12–13; S3.15)</li> <li>deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, and matching these to learners’ progress and needs (S3.2–7; S3.11; S3.15)</li> <li>planning activities to support the development of learner autonomy, considering individual learner needs (S3.12)</li> <li>reflecting on and evaluating planning in the light of learners’ progress, and identifying strengths and areas for further development (S3.8; S3.20–21)</li> </ul> <p><b>TEACHING AND SUPPORTING LEARNING</b></p> <p><b>1: Teaching methodology</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the impact of affective factors on learning (S3.2–3; S3.7–9)</li> <li>the main approaches, methods and techniques of language teaching, and their underlying principles (S3.2–3; S3.8; S3.18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>key issues in learning theory relevant to language learning (S3.2; S3.4–5; S3.8; S3.18)</li> <li>the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S3.2; S3.6)</li> <li>the role of cognitive and affective factors in the learning process and the development of language competence (S3.2–5; S3.7–9; S3.14)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S3.2–4; S3.6–7; S3.9–11; S3.14; S3.17; S3.20)</li> <li>using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S3.9–11; S3.13–15)</li> <li>using classroom language appropriate to the level of the learners (S3.4–5)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S3.2–3; S3.5–7; S3.9–10; S3.15; S3.17; S3.20)</li> <li>efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S3.2–3; S3.6–7; S3.10–14; S3.20–21)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>LANGUAGE, COMMUNICATION AND CULTURE</b></p> <p><b>1: Using the target language effectively with learners</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the communication limitations and learning difficulties of learners with low levels of language proficiency (S3.2–9)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S3.2–9)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>selecting language used in class to communicate effectively with learners of the target language up to B2 level (S3.2–3; S3.5; S3.12)</li> <li>recognising the main causes of communication difficulties up to, for example, B1 level (S3.2–3; S3.5)</li> <li>overcoming basic communication problems with learners up to B1 (S3.2–3; S3.5)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>anticipating most communication difficulties up to at least B2 level (S3.2)</li> <li>overcoming any significant communication problems with learners up to at least B2 level (S3.2)</li> </ul>

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

TET session	Session aims	Topics	Coverage of EAQUALS Framework
<p><b>Session 4</b></p> <p><b>Reading and writing skills for teenagers</b></p>	<ul style="list-style-type: none"> <li>To understand the benefits of extensive reading.</li> <li>To explore strategies to engage learners with reading.</li> <li>To identify and support the writing skills required by teenagers.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying reading and writing genres</li> <li>Reading and writing skills</li> <li>Theories of literacy</li> <li>An overview of reading skills</li> <li>Testing reading skills</li> <li>Dealing with vocabulary in reading texts</li> <li>Motivating teenagers to read</li> </ul>	<p><b>PLANNING TEACHING AND LEARNING</b></p> <p><b>3: Lesson aims &amp; outcomes</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S4.3; S4.5; S4.16)</li> <li>the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S4.2–3; S4.5; S4.7; S4.11; S4.16)</li> <li>common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S4.6; S4.8–9)</li> <li>the complex interrelationship between teaching aims and learning outcomes (S4.6; S4.8)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>a wide range of aspects of communication &amp; language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S4.2–3; S4.5; S4.7; S4.10–11; S4.14; S4.16–17; S4.20–23)</li> <li>the interdependence of learning outcomes, the teaching context and individual learners (S4.8)</li> <li>the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S4.6–9)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>Adapting tasks for students with special educational needs</li> <li>Overview of extensive reading</li> <li>Comparing extensive and intensive reading</li> <li>Strategies for extensive reading</li> <li>Setting up a library</li> <li>Example tasks for extensive reading</li> <li>Technology and reading</li> <li>Characteristics of writing</li> <li>Writing tasks and their focus</li> <li>Giving feedback on writing</li> <li>Preparing students for exams</li> <li>Tasks for teenagers</li> <li>Online tools to improve writing</li> </ul>	<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S4.3; S4.17; S4.21)</li> <li>anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S4.6–9)</li> <li>planning basic activities aimed at integrating skills and at providing opportunities for recycling (S4.5)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>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 (S4.2; S4.5; S4.9; S4.16–17; S4.21–22)</li> <li>anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S4.7–9)</li> <li>adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S4.26)</li> <li>linking language skills development with learners' real-life needs (S4.11; S4.20–21)</li> <li>organising activities that integrate the use of different language skills (S4.5; S4.10)</li> <li>reflecting on the extent to which learning outcomes reflect lesson aims (S4.8)</li> </ul> <p><b>4: The lesson – tasks, activities &amp; materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>some possible ways of organising lessons and varying activities (S4.3; S4.5; S4.7; S4.10; S4.12–17; S4.22; S4.25)</li> <li>a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S4.5; S4.7; S4.10–12; S4.14–17; S4.19–20–23; S4.25)</li> <li>the meaning of 'learner autonomy', and the need to develop it (S4.10)</li> <li>the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S4.8)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>various possible teacher and learner roles, and some effective lesson management techniques (S4.5; S4.7; S4.10; S4.12; S4.15–16; S4.22)</li> <li>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 (S4.5; S4.7; S4.12–17; S4.20–23; S4.25)</li> <li>a wide range of course-books and supplementary materials used for different purposes (S4.13–16; S4.20; S4.22; S4.25)</li> <li>basic techniques for materials design (S4.3)</li> <li>strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S4.10; S4.12–14)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>• Further information about reading and writing</li> <li>• Principles of teaching reading and writing</li> <li>• Creating a reading or writing lesson plan</li> <li>• Evidence of learning tasks</li> <li>• Session outcomes</li> <li>• Discussion</li> </ul>	<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• gathering information on the resources available, and selecting teaching materials from set course-books (S4.15–16)</li> <li>• planning teaching and assessment procedures, techniques and activities as suggested in course-books and teachers' books (S4.6; S4.19)</li> <li>• selecting and using a limited range of relevant additional resources and technical teaching aids (S4.12–16; S4.20; S4.22; S4.25)</li> <li>• planning appropriate sequences of activities, paying attention to pace, variety and use of time (S4.19; S4.25)</li> <li>• planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S4.10; S4.12–14)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• 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 (S4.13–17; S4.20–23; S4.25)</li> <li>• deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S4.9)</li> <li>• planning activities to support the development of learner autonomy, considering individual learner needs (S4.10; S4.12–14)</li> <li>• reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S4.25)</li> </ul> <p><b>TEACHING AND SUPPORTING LEARNING</b></p> <p><b>1: Teaching methodology</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• the impact of affective factors on learning (S4.8–9)</li> <li>• the main approaches, methods and techniques of language teaching, and their underlying principles (S4.3; S4.5; S4.10–11)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• key issues in learning theory relevant to language learning (S4.3–4; S4.23)</li> <li>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S4.5; S4.7; S4.10–12)</li> <li>• the role of cognitive and affective factors in the learning process and the development of language competence (S4.8–9)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S4.3; S4.5; S4.14; S4.16–17; S4.20; S4.22)</li> <li>using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S4.5)</li> <li>using classroom language appropriate to the level of the learners (S3.4–5)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S4.3; S4.5; S4.9–12; S4.14; S4.16–17; S4.20; S4.22)</li> <li>efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S4.5; S4.13; S4.21; S4.25)</li> </ul> <p><b>LANGUAGE, COMMUNICATION AND CULTURE</b></p> <p><b>1: Using the target language effectively with learners</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the communication limitations and learning difficulties of learners with low levels of language proficiency (S4.7; S4.9)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S4.7; S4.9)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>selecting language used in class to communicate effectively with learners of the target language up to B2 level (S4.7)</li> <li>recognising the main causes of communication difficulties up to, for example, B1 level (S4.7; S4.9)</li> <li>overcoming basic communication problems with learners up to B1 (S4.7)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>anticipating most communication difficulties up to at least B2 level (S4.9)</li> <li>overcoming any significant communication problems with learners up to at least B2 level (S4.7; S4.9)</li> </ul>

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

TET session	Session aims	Topics	Coverage of EAQUALS Framework
<b>Session 5</b> <b>Teaching grammar to teenagers</b>	<ul style="list-style-type: none"> <li>To evaluate different approaches to teaching grammar.</li> <li>To explore different approaches to correction.</li> <li>To explore strategies and grammar activities that are motivating and interesting for teenage learners.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching grammar to teenagers</li> <li>Approaches to teaching grammar</li> <li>The deductive approach</li> <li>The inductive approach</li> <li>Advantages and disadvantages of deductive and inductive approaches</li> <li>The grammatical consciousness-raising approach</li> <li>The most appropriate approach</li> <li>A reflective task</li> <li>One teacher's approach to teaching grammar</li> <li>Correction techniques</li> <li>Approaches to correction</li> <li>Bringing grammar exercises alive</li> <li>Motivating or demotivating?</li> <li>A summary of the theories looked at so far</li> </ul>	<p><b>PLANNING TEACHING AND LEARNING</b></p> <p><b>3: Lesson aims &amp; outcomes</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S5.4–8; S5.10–14; S5.17; S5.20–21)</li> <li>the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S5.4–8; S5.10–14; S5.20–21)</li> <li>common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S5.2; S5.13)</li> <li>the complex interrelationship between teaching aims and learning outcomes (S5.2–3; S5.18; S5.20–21)</li> <li>the importance of integrated skills and of recycling and revision (S5.10; S5.18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the relationship between grammar, lexis, pronunciation and language skills (5.11)</li> <li>a wide range of aspects of communication &amp; language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S5.17)</li> <li>the interdependence of learning outcomes, the teaching context and individual learners (S5.2–3, 5.11; S5.20–21)</li> <li>the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S5.2–3; S5.20–21)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S5.4–8)</li> <li>anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S5.2–3; S5.20–21)</li> <li>planning basic activities aimed at integrating skills and at providing opportunities for recycling (S5.10–11)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>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 (S5.4–8; S5.17)</li> <li>anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S5.2–3)</li> <li>adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S5.18; S5.20–21)</li> <li>organising activities that integrate the use of different language skills (S5.17)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>Motivating grammar activities</li> <li>Focus on three grammar activities</li> <li>Principles of grammar teaching</li> <li>Teaching a grammar activity</li> <li>Evidence of learning tasks</li> <li>Session outcomes</li> <li>Discussion</li> </ul>	<p><b>4: The lesson – tasks, activities &amp; materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>some possible ways of organising lessons and varying activities (S5.4–8; 5.11; S5.14; S5.17–18)</li> <li>a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to learners’ needs (S5.4–8; 5.11–12; S5.14; S5.17–18)</li> <li>the prescribed course-book, especially the way it is structured, and other core resources (S5.14)</li> <li>the meaning of ‘learner autonomy’, and the need to develop it (S5.19)</li> <li>the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S5.2–3; 5.11)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>various possible teacher and learner roles, and some effective lesson management techniques (5.11–12; S5.14; S5.18)</li> <li>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 (S5.4–8; 5.11–13) (S5.14; S5.17–18)</li> <li>a wide range of course-books and supplementary materials used for different purposes (S5.14)</li> <li>strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S5.19)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>planning teaching and assessment procedures, techniques, and activities, as suggested in course-books and teachers’ books (S5.14; S5.18)</li> <li>planning appropriate sequences of activities, paying attention to pace, variety and use of time (S5.4; S5.14; S5.17–18)</li> <li>planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S5.19)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S5.4; S5.14)</li> <li>planning activities to support the development of learner autonomy, considering individual learner needs (S5.19)</li> <li>reflecting on and evaluating planning in the light of learners’ progress, and identifying strengths and areas for further development (5.11; S5.14)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>TEACHING AND SUPPORTING LEARNING</b></p> <p><b>1: Teaching methodology</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels (S5.4)</li> <li>• the impact of affective factors on learning (S5.2–3)</li> <li>• the main approaches, methods and techniques of language teaching, and their underlying principles (S5.4; S5.16; S5.19)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods, and techniques (S5.4; S5.14; S5.16; S5.19)</li> <li>• the role of cognitive and affective factors in the learning process and the development of language competence (S5.2–3)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S5.4–8; 5.11; S5.13–14; S5.17–18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S5.5; 5.11; S5.17–18)</li> <li>• efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (5.11; S5.14; S5.17–18)</li> </ul> <p><b>6: Monitoring learning</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• basic psychology of learning, and how languages, including the mother tongue, are learnt/acquired (S5.2–4)</li> <li>• key issues relating to individual differences between learners, and their effect on classroom dynamics (S5.2–3; 5.11)</li> <li>• the role of feedback and error correction in fostering language learning (5.11–14; S5.19)</li> <li>• the nature and role of different kinds of motivation in learning (S5.2–3; S5.15; S5.19)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• the impact of specific cultural, social and learning contexts on language learning and teaching (S5.2–3; S5.11; S5.20–21)</li> <li>• individual differences in learners (aptitude, motivation, learning style, education &amp; social background, etc.) and their impact on learning and teaching (S5.2–3; 5.11; S5.15; S5.19)</li> <li>• 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 &amp; accuracy (S5.12–14)</li> <li>• the role of errors in the development of learners' language proficiency and in language learning (5.11–13)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>identifying learners' errors and using a basic range of techniques to correct them at a limited range of levels (S5.11–13)</li> <li>giving feedback that is clear and identifies positive points as well as areas which need further work (S5.13–14)</li> <li>identifying emerging needs and responding to them, and seeking advice as necessary (S5.11–14)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>giving feedback that is both useful and encouraging, and helping learners to identify progress in learning and ways of seeking further practical support (S5.11–14)</li> <li>responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S5.12–14)</li> <li>using a range of techniques for dealing with learners' errors including self and peer correction, and matching interventions appropriately to the type of activity (S5.11–14)</li> </ul> <p><b>LANGUAGE, COMMUNICATION AND CULTURE</b></p> <p><b>3: Giving sound language models and guidance</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>likely areas of difficulty in learning and using the target language up to, for example, B1 level (S5.12)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>likely areas of difficulty in learning and using the target language up to, for example, B2 level (S5.12)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>giving good and correct models of language and paralinguistic features of usage for learners up to, for example, B1 level</li> <li>correct models of written language (grammar, style, spelling) (S5.4–8; S5.11–14; S5.18)</li> <li>identifying and seeking help with learners' language difficulties, and answering most language queries satisfactorily at, for example, A1–B1, using reference sources as necessary (S5.12; S5.14)</li> <li>anticipating, and helping learners at these levels to overcome major language and communication difficulties (S5.12–14)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>giving consistently correct and well-contextualised models &amp; examples of usage up to at least B2 level (S5.4–7; S5.12–13; S5.18; S5.20–21)</li> <li>answering all main language queries reliably up to this level (S5.12–14)</li> <li>anticipating, and helping learners up to this level to overcome language and communication difficulties (S5.12–14)</li> <li>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 (S5.4–8; S5.12–14)</li> </ul>

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

TET session	Session aims	Topics	Coverage of EAQUALS Framework
<b>Session 6</b> <b>Teaching vocabulary to teenagers</b>	<ul style="list-style-type: none"> <li>To explore the main principles of vocabulary learning.</li> <li>To evaluate a range of activities for presenting, practising, and revising vocabulary.</li> <li>To explore ways of helping students manage their own vocabulary learning.</li> </ul>	<ul style="list-style-type: none"> <li>Number of words known by teenagers</li> <li>Explicit instruction and incidental acquisition</li> <li>Principles of learning vocabulary</li> <li>What does knowing a word involve? Different aspects of vocabulary</li> <li>A summary of the aspects of vocabulary</li> <li>How the brain stores vocabulary</li> <li>How the brain stores vocabulary: the Mental Lexicon</li> <li>The importance of context in vocabulary learning</li> <li>Teaching vocabulary in context</li> <li>Motivating teenagers to learn vocabulary</li> <li>Activities to present, practise and revise vocabulary 1</li> </ul>	<p><b>PLANNING TEACHING AND LEARNING</b></p> <p><b>3: Lesson aims &amp; outcomes</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S6.2–21)</li> <li>the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (S6.2–21)</li> <li>common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S6.10; S6.17–18)</li> <li>the complex interrelationship between teaching aims and learning outcomes (S6.6)</li> <li>the importance of integrated skills and of recycling and revision (S6.13–14)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the relationship between grammar, lexis, pronunciation and language skills (S6.6)</li> <li>a wide range of aspects of communication &amp; 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; S6.6)</li> <li>the interdependence of learning outcomes, the teaching context and individual learners (S6.4; S6.6)</li> <li>the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S6.10; S6.17–18)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S6.2–3; S6.5; S6.7; S6.10; S6.17)</li> <li>anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S6.10; S6.17–18)</li> <li>planning basic activities aimed at integrating skills and at providing opportunities for recycling (S6.13–14; S6.17)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>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 (S6.4–8; S6.10; S6.15–17; S6.19)</li> <li>anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S6.10; S6.17)</li> <li>adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S6.13–14; S6.17–18)</li> <li>linking language skills development with learners' real-life needs (S6.17)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>• Activities to present, practise and revise vocabulary 2</li> <li>• Activities to present, practise and revise vocabulary 3</li> <li>• Analysis of coursebook material</li> <li>• How to help students manage their own vocabulary learning</li> <li>• Techniques for recording vocabulary</li> <li>• Strategies to help students manage their vocabulary learning</li> <li>• Principles of teaching vocabulary</li> <li>• Adapting and developing a vocabulary activity</li> <li>• Evidence of learning tasks</li> <li>• Session outcomes</li> <li>• Discussion</li> </ul>	<p><b>4: The lesson – tasks, activities &amp; materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• some possible ways of organising lessons and varying activities (S6.2–3; S6.7; S6.10–11; S6.13–16; S6.18; S6.21–22)</li> <li>• a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs (S6.7; S6.10–11; S6.13–16; S6.18; S6.21–22)</li> <li>• the prescribed course-book, especially the way it is structured, and other core resources (S6.11; S6.16)</li> <li>• the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S6.17)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• various possible teacher and learner roles, and some effective lesson management techniques (S6.2–3; S6.7; S6.10)</li> <li>• 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 (S6.7; S6.9–11; S6.13–18; S6.21–22)</li> <li>• a wide range of course-books and supplementary materials used for different purposes (S6.11; S6.16)</li> <li>• strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S6.17–18)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• planning teaching and assessment procedures, techniques, and activities, as suggested in course-books and teachers’ books (S6.11; S6.16)</li> <li>• selecting and using a limited range of relevant additional resources and technical teaching aids (S6.7)</li> <li>• planning appropriate sequences of activities, paying attention to pace, variety, and use of time (S6.21–22)</li> <li>• planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S6.16–18)</li> <li>• selecting activities aimed at getting learners to recycle previously encountered language (S6.13–14; S6.17)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, and matching these to learners’ progress and needs (S6.21–22)</li> <li>• planning activities to support the development of learner autonomy, considering individual learner needs (S6.17–18)</li> <li>• reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S6.13–14; S6.17)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>TEACHING AND SUPPORTING LEARNING</b></p> <p><b>1: Teaching methodology</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels (S6.7)</li> <li>• the main approaches, methods and techniques of language teaching, and their underlying principles (S6.4; S6.12)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• key issues in learning theory relevant to language learning (S6.4; S6.8–11)</li> <li>• the principles and rationale behind the selection and use of commonly used teaching approaches, methods, and techniques (S6.2–3) (S6.4; S6.12)</li> <li>• the role of cognitive and affective factors in the learning process and the development of language competence (S6.4; S6.9)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S6.2–3; S6.10–11; S6.13–16; S6.18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S6.2–3; S6.11)</li> <li>• efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S6.7)</li> </ul> <p><b>7: Learner autonomy</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• none</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• some techniques for developing learner autonomy (S6.17–18)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• planning some activities to develop learner autonomy following procedures suggested by the course-book, colleagues, or school (S6.16–18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S6.17–18)</li> <li>• involving learners in decision-making within the lesson and course (S6.12; S6.17–18)</li> <li>• encouraging learners to take responsibility for their learning, and advising them on independent learning options (S6.12; S6.17–18)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>LANGUAGE, COMMUNICATION AND CULTURE</b></p> <p><b>3: Giving sound language models and guidance</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>likely areas of difficulty in learning and using the target language up to, for example, B1 level (S6.18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>likely areas of difficulty in learning and using the target language up to, for example, B2 level (S6.18)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>giving good and correct models of language and paralinguistic features of usage for learners up to, for example, B1 level</li> <li>good pronunciation models (sounds, stress, and intonation) (S6.2–7)</li> <li>correct models of written language (grammar, style, and spelling) (S6.2–4; S6.6; S6.18)</li> <li>identifying and seeking help with learners' language difficulties, and answering most language queries satisfactorily at, for example, A1-B1, using reference sources as necessary (S6.19)</li> <li>anticipating, and helping learners at these levels to overcome, major language and communication difficulties (S6.18)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>giving consistently correct and well-contextualised models &amp; examples of usage up to at least B2 level (S6.2–3)</li> <li>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 (S6.10–11)</li> </ul> <p><b>5: Applying practical insights from linguistics and psycho-linguists</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>basic concepts of connotation, collocation, chunking, fixed expressions, etc. (S6.2–3; S6.6–9)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the relevance of chunking, collocation, and fixed expressions in language learning (S6.2–3; S6.7)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>using reference books and tools to select vocabulary items at the appropriate level for production and recognition (S6.19)</li> <li>explaining or demonstrating distinctions between similar lexical and grammatical items up to B1 level and providing examples (S6.2–3; S6.6)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>explaining or demonstrating distinctions between different collocations and connotations of the same lexical item (S6.7)</li> </ul>

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

TET session	Session aims	Topics	Coverage of EAQUALS Framework
<b>Session 7</b> <b>Authentic contexts for teaching teenagers: project work and CLIL</b>	<ul style="list-style-type: none"> <li>To understand the use and benefit of authentic contexts in learning.</li> <li>To explore project work and understand project stages, from planning to presentation.</li> <li>To investigate the key concepts of CLIL and the benefits of CLIL approaches in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Authentic contexts for language production</li> <li>Teaching with authentic materials</li> <li>Incorporating authentic language into the classroom</li> <li>What is project work?</li> <li>Examples of project work</li> <li>Project outcomes</li> <li>Setting up a project and its stages</li> <li>Teacher and student roles in project work</li> <li>Project Based Learning and technology</li> <li>Overview of PBL</li> <li>Explore further: PBL</li> <li>Introduction to CLIL approaches</li> <li>CLIL theory</li> <li>Planning for a CLIL lesson</li> <li>Language in the CLIL classroom</li> <li>Developing content vocabulary</li> <li>Scaffolding input</li> </ul>	<p><b>PLANNING TEACHING AND LEARNING</b></p> <p><b>3: Lesson aims &amp; outcomes</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S7.6–7; S7.13; S7.15–19; S7.21–23)</li> <li>the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S7.5–7; S7.13; S7.15–19; S7.21–3)</li> <li>common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S7.16)</li> <li>the complex interrelationship between teaching aims and learning outcomes (S7.6; S7.15–16)</li> <li>the importance of integrated skills and of recycling and revision (S7.5–6; S7.15–16; S7.19; S7.21)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the relationship between grammar, lexis, pronunciation, and language skills (S7.6; S7.13; S7.15–16; S7.19; S7.22–23)</li> <li>a wide range of aspects of communication &amp; language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture, etc. (S7.2–8; S7.13; S7.15–16; S7.18–19; S7.21–23)</li> <li>the interdependence of learning outcomes, the teaching context and individual learners (S7.4–6; S7.13; S7.16)</li> <li>the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S7.18)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>analysing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S7.14; S7.16; S7.19; S7.22–23)</li> <li>anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S7.18)</li> <li>planning basic activities aimed at integrating skills and at providing opportunities for recycling (S7.4; S7.6; S7.8–10; S7.14–16; S7.21–23)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>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 (S7.7; S7.9; S7.13; S7.15–16; S7.18–19; S7.21)</li> <li>anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S7.15; S7.18)</li> <li>successfully balancing objectives that relate to language systems, language skills, and language use (S7.5–6; S7.13; S7.15–16)</li> <li>relating objectives of individual lessons to ‘Can Do’ statements</li> <li>linking language skills development with learners’ real-life needs (S7.2–5; S7.11; S7.15)</li> <li>organising activities that integrate the use of different language skills (S7.4–6; S7.8–9; S7.13; S7.15–16; S7.19; S7.22–23)</li> <li>reflecting on the extent to which learning outcomes reflect lesson aims (S7.9–10; S7.16)</li> <li>matching thematic content and topics of lessons with linguistic aims (S7.2–6; S7.9; S7.16; S7.19)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>• Examples of CLIL activities</li> <li>• Explore further: CLIL</li> <li>• Overview of CLIL</li> <li>• Lesson plan for a PBL or CLIL lesson</li> <li>• Evidence of learning tasks</li> <li>• Session outcomes</li> <li>• Discussion</li> </ul>	<p><b>4: The lesson – tasks, activities &amp; materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• some possible ways of organising lessons and varying activities (S7.2–10; S7.13; S7.15–16; S7.18–19; S7.22–23)</li> <li>• a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs (S7.4–6; S7.8–10; S7.16; S7.18–19; S7.22–23)</li> <li>• the prescribed course-book, especially the way it is structured, and other core resources (S7.15; S7.19)</li> <li>• the meaning of ‘learner autonomy’, and the need to develop it (S7.5)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• various possible teacher and learner roles, and some effective lesson management techniques (S7.2–6; S7.8–10; S7.13; S7.16; S7.18–19; S7.21; S7.22–23)</li> <li>• the rationale and options for planning lesson stages in different logical sequences (S7.6; S7.14; S7.22–23)</li> <li>• 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 (S7.2–10; S7.13; S7.15–16; S7.18–19; S7.21–23)</li> <li>• a wide range of course-books and supplementary materials used for different purposes (S7.3 S7.19)</li> <li>• basic techniques for materials design (S7.4)</li> <li>• strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S7.5–6)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• gathering information on the resources available, and selecting teaching materials from set course-books (S7.19)</li> <li>• planning teaching and assessment procedures, techniques, and activities, as suggested in course-books and teachers’ books (S7.14–15; S7.22–23)</li> <li>• selecting and using a limited range of relevant additional resources and technical teaching aids (S7.3; S7.6; S7.10; S7.22–23)</li> <li>• planning appropriate sequences of activities, paying attention to pace, variety, and use of time (S7.6; S7.8–9; S7.14; S7.22–23)</li> <li>• planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S7.5–6)</li> <li>• introducing elements of intercultural awareness into lesson activities (S7.15)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• 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 (S7.3–6; S7.8–9)</li> <li>• deciding on appropriate sequences of activities, timing, and pace for lesson phases and activities, matching these to learners’ progress and needs (S7.4–6; S7.8–10; S7.16; S7.18; S7.22–23)</li> <li>• planning activities to support the development of learner autonomy, considering individual learner needs (S7.5–6)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>TEACHING AND SUPPORTING LEARNING</b></p> <p><b>2: Resources/Materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S7.2–6; S7.10; S7.12–13; S7.15; S7.19–20; S7.22–23)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the rationale and principles behind the design, sequencing, and use of a range of learning resources, including digital and internet-based media (S7.3–6; S7.8; S7.10; S7.13; S7.15–16)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>effectively using a limited range of published materials and other learning resources (S7.3–6; S7.10; S7.15; S7.22–23)</li> <li>managing teaching/learning resources well in familiar teaching contexts/situations (S7.2–6; S7.9; S7.13; S7.22–23)</li> <li>creating simple learning materials in line with learners’ interests and needs to complement other resources (S7.2–4; S7.22–23)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>adapting and effectively using a wide range of published and other learning materials, including digital resources (S7.3–4; S7.6; S7.10; S7.22–23)</li> <li>evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S7.10; S7.12; S7.20–23)</li> <li>selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (S7.3–6; S7.8; S7.13; S7.21–23)</li> <li>using various resources effectively, including the board and body language, to optimise learning outcomes (S7.9–10; S7.12; S7.20)</li> <li>creatively adapting and using Information &amp; Communication Technology (ICT) to aid learning in and outside the classroom (S7.6; S7.10; S7.12)</li> </ul> <p><b>5: Using digital media</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>basic software that is needed for preparing materials &amp; handouts for teaching (S7.6; S7.10)</li> <li>useful websites and search-engines (S7.10; S7.12)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S7.6; S7.10)</li> <li>main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S7.3; S7.10)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>word-processing worksheets following conventions (S7.10)</li> <li>following menus to operate software (S7.10)</li> <li>using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) (S7.6; S7.10–11)</li> <li>downloading resources from websites (S7.10)</li> <li>searching for potential teaching material on the internet (S7.10)</li> <li>organizing materials in logically ordered digital folders (S7.10)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>using data projectors for lessons involving internet, DVD, etc.</li> <li>using software for handling images, DVDs, and sound files (S7.10)</li> <li>recommending appropriate online materials (S7.10)</li> <li>creating lessons with downloaded texts, pictures, graphics, etc. (S7.10)</li> </ul> <p><b>7: Learner autonomy</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the meaning of ‘learner autonomy’, and the need for ways of developing it (S7.5–6)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>some techniques for developing learner autonomy (S7.5–6)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>planning some activities to develop learner autonomy following procedures suggested by the course-book, colleagues or school (S7.5–6)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S7.5–6)</li> <li>setting up and managing simple individual and group out-of-class projects for language activation and practice (S7.5–8; S7.11)</li> <li>involving learners in decision-making within the lesson and course (S7.5–6)</li> <li>encouraging learners to take responsibility for their learning, and advising them on independent learning options (S7.5–6)</li> </ul>

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

TET session	Session aims	Topics	Coverage of EAQUALS Framework
<b>Session 8 Assessment</b>	<ul style="list-style-type: none"> <li>To show different purposes of assessment.</li> <li>To examine different types of assessment.</li> <li>To evaluate the principles of good assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes to assessment</li> <li>Benefits of assessment</li> <li>Assessment, evaluation, testing</li> <li>Purposes of assessment</li> <li>Formative and summative assessment</li> <li>Types of assessment</li> <li>Choosing the most appropriate type of assessment</li> <li>Portfolio assessment</li> <li>Peer and self-assessment</li> <li>Making classroom-based assessment effective</li> <li>Principles of assessment</li> <li>Principles and practice</li> <li>Effects of assessment on teaching and learning</li> <li>Giving feedback</li> <li>Assessing teenage language learners</li> </ul>	<p><b>PLANNING TEACHING AND LEARNING</b></p> <p><b>4: The lesson – tasks, activities &amp; materials</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>some possible ways of organising lessons and varying activities (S8.9–10)</li> <li>a limited range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners’ needs (S8.7–11; S8.13–14; S8.17–18; S22–23)</li> <li>the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S8.14)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>various possible teacher and learner roles, and some effective lesson management techniques (S8.9–10)</li> <li>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 (S8.2–3; S8.7–9) (S8.9–13; S8.17–19; S22–23)</li> <li>strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S8.9–10)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>planning teaching and assessment procedures, techniques, and activities, as suggested in course-books and teachers’ books (S8.2–3; S8.9–14; S8.17; S22–23)</li> <li>planning some activities to develop learner autonomy following procedures suggested by the course-book or school (S8.9–10)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, and matching these to learners’ progress and needs (S8.18–19)</li> <li>planning activities to support the development of learner autonomy, considering individual learner needs (S8.9–10)</li> </ul> <p><b>6: Monitoring learning</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>key issues relating to individual differences between learners, and their effect on classroom dynamics (S8.18–19)</li> <li>the role of feedback and error correction in fostering language learning (S8.15)</li> <li>the nature and role of different kinds of motivation in learning (S8.14; S8.16; S8.20)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
		<ul style="list-style-type: none"> <li>• My assessment practice</li> <li>• Assessing learner with special educational needs</li> <li>• Evidence of learning task</li> <li>• Session outcomes</li> <li>• Discussion</li> </ul>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• the impact of specific cultural, social and learning contexts on language learning and teaching (S8.16; S8.18–19)</li> <li>• individual differences in learners (aptitude, motivation, learning style, education &amp; social background, etc.) and their impact on learning and teaching (S8.14; S8.16; S8.18–19)</li> <li>• 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 &amp; accuracy (S8.2–3; S8.7–10; S8.13; S8.15; S8.17; S8.20)</li> <li>• the role of errors in the development of learners' language proficiency and in language learning (S8.10–11)</li> </ul> <p><b>Skills</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>• giving feedback that is clear and identifies positive points as well as areas which need further work (S8.14–15; S8.17)</li> <li>• identifying emerging needs and responding to them, seeking advice as necessary (S8.14)</li> </ul> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S8.14–15)</li> <li>• responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S8.14)</li> <li>• using a range of techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity (S8.10)</li> </ul> <p><b>ASSESSMENT OF LEARNING</b></p> <p><b>1: Assessment and the curriculum</b></p> <p><b>Knowledge of</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>• the basic differences between evaluation, assessment, and testing (S8.4)</li> <li>• the importance of learners' classroom performance in assessing learning needs (S8.8–9; S8.16–17)</li> <li>• the relationship between intended learning outcomes as specified by the institution and the principles of assessment being applied (S8.11–14)</li> </ul> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• the underlying principles of and differences between testing, assessment, and evaluation (S8.4; S8.12)</li> <li>• the distinctions between formative, summative and diagnostic assessment, and how these are best used (S8.6; S8.11; S8.14; S8.21)</li> <li>• the potential relationships between teaching/learning and assessment processes (S8.5; S8.7–9; S8.11–14; S8.16; S22–23)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>monitoring classroom learning to identify learning needs and achievement (S8.7; S8.9; S8.16–17)</li> <li>carrying out assessment as instructed by the institution (S8.5; S8.8; S8.12–13; S22)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>making informed choices on when to test, assess or evaluate (S8.4)</li> <li>assessing learners' performance with tests based on CEFR scales which are appropriate to the learners' needs and aims (S8.8)</li> <li>developing learners' awareness of their progress in language learning as expressed, for example, in the CEFR 'Can Do' statements so as to facilitate learner self assessment and increase learner autonomy (S8.10)</li> </ul> <p><b>2: Test types – selection, design and administration</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>common types of tests (e.g. placement, diagnostic, etc.) and task types (e.g. multiple choice, cloze, etc.) (S8.7–8; S8.13; S8.18–19)</li> <li>procedures for running different types of test (S8.11)</li> <li>a range of basic techniques for grading learners' work (S8.7–9; S8.17)</li> <li>how to correct, grade, and comment on learners' work (S8.9)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>a wide range of different types of tests, and assessment techniques, taking into account cognitive and meta-cognitive competences (e.g. age, domain, etc) (S8.7–9; S8.11–13; S8.16–19)</li> <li>a wide range of grading/scoring methods and the underlying techniques, e.g. weighting, using different types of grading/scoring scale (S8.17–19)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>supervising test takers and marking class tests (informal and formal) (S8.13; S8.17–19)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>collaborating in the design of tests and assessment tasks which are fit for purpose (S8.16)</li> <li>effectively using assessment tasks during teaching (S8.7–9; S8.11; S8.13–14; S22–23)</li> <li>overseeing and monitoring test administration (test taking, grading and recording of grades) (S8.13; S8.17)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>3: Impact of assessment on learning</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>the basic purposes of assessment in supporting learning (S8.2–5; S8.7–9; S8.11–14; S8.16–19; S22–23)</li> <li>the types of feedback that can be given, e.g. from formal testing, assessment of class performance, general evaluation (S8.4; S8.7–9; S8.11; S8.13–16)</li> <li>alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S8.7–11; S8.14–17; S8.20)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>the different purposes for which testing and assessment can be used, e.g. assessment of learning, assessment for learning, certification (S8.4–5; S8.7–9; S8.11–13; S8.17; S22–23)</li> <li>feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S8.9; S8.14–16; S8.18–19)</li> <li>ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S8.15–16; S8.18–19)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>selecting appropriate ways of providing feedback for learners (S8.7–9; S8.14–19)</li> <li>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 (S8.5; S8.8–9; S8.11–19)</li> <li>identifying situations in which self-assessment and peer assessment can be useful (S8.7–8; S8.10; S8.20)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning (S8.5; S8.9; S8.11–12; S8.14–17)</li> <li>developing learners’ awareness of assessment criteria with a view to engaging them in monitoring their own progress using a range of assessment mechanisms (S8.9; S8.13)</li> <li>providing individualised and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S8.5; S8.9; S8.12; S8.14–15)</li> </ul>

TET session	Session aims	Topics	Coverage of EAQUALS Framework
			<p><b>4: Assessment &amp; learning processes</b></p> <p><b>Knowledge of</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• a basic range of exam taking techniques, e.g. reading the rubric, familiarity with task types, etc. (S8.13)</li> <li>• the role of assessment and self-assessment in fostering learner motivation (S8.2–3; S8.5; S8.7–9; S8.11–14; S8.20; S22–23)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• a detailed range of exam taking techniques and their effectiveness (S8.13)</li> </ul> <p><b>Skills</b></p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> <li>• carrying out simple language assessment tasks in the context of classroom learning activities (S8.8–9; S8.11 S22–23)</li> <li>• supporting the development of exam taking techniques through the use of exam practice materials and tasks (S8.13)</li> </ul> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> <li>• using assessment as a means of motivating the learner and supporting learning (S8.2–3; S8.5; S8.7–14; S8.20; S22–23)</li> </ul>