

EAQUALS Mapping

This document demonstrates how the session topics and aims of this course map onto the Eaquals Framework for Language Teacher Training and Development. The course is mapped onto 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.

Session	Session aims	Topics	Coverage of Eaquals Framework
Session 1 Understanding dyslexia	<ul style="list-style-type: none"> To explore the meaning and origins of dyslexia To examine the impact of dyslexia on learning To become aware of the barriers to language learning for students with dyslexia To reflect on the challenges of working with students with dyslexia 	<ul style="list-style-type: none"> Defining dyslexia The causes of dyslexia The effects of dyslexia Difficulties experienced by learners with dyslexia Dyslexia and foreign language learning Making a lesson dyslexia friendly 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S1.2–7, S1.12, S1.16–17) different learning theories and how these are applied to the learning and teaching processes (S1.4–7, S1.14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S1.2–17) aspects of educational culture which might affect learners' approach to language learning (S1.4, S1.7, S1.10, S1.14, S1.16–17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying some of the differences between the cognitive and affective needs of different learners (S1.2–8, S1.12, S1.14, S1.16–17) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S1.16–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these (S1.10, S1.12, S1.14, S1.16–18) basing lesson and course design and the selection of learning activities on learners' needs (S1.11–12, S1.15–17) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S1.9–10, S1.15) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S1.9–10, S1.13, S1.15) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S1–3, S1.6–7, S1.9–13, S1.15–18)

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			<p>Phase 2</p> <ul style="list-style-type: none"> a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture etc. (S1.4, S1.9) the interdependence of learning outcomes, the teaching context and individual learners (S1.6–7, S1.10) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S1.2–3, S1.6–7, S1.9–10) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account the needs of the learners in the group (S1.6) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S1.2–7, S1.9–13, S1.15–18) <p>Phase 2</p> <ul style="list-style-type: none"> analyzing 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 (S1.15) anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S1.2–7, S1.9, S1.12, S1.16–18) adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S1.16–17) reflecting on the extent to which learning outcomes reflect lesson aims (S1.17) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S1.6, S1.12, S1.15–16) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S1.11–12, S1.15–16) the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S1.11–12, S1.16) <p>Phase 2</p> <ul style="list-style-type: none"> various possible teacher and learner roles, and some effective lesson management techniques (S1.6, S1.12) the rationale and options for planning lesson stages in different logical sequences (S1.16–17) 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 (S1.12) basic techniques for materials design (S1.16–17) strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S1.12–13)

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			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> planning appropriate sequences of activities, paying attention to pace, variety and use of time (S1.10, S1.12, S1.15–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S1.16–17) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S1.12, S1.16) planning activities to support the development of learner autonomy, considering individual learner needs (S1.6, S1.12, S1.15–17) reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S1.8, S1.16–17) <p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main approaches, methods and techniques of language teaching, and their underlying principles (S1.10) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> key issues in learning theory relevant to language learning (S1.4–5, S1.7, S1.10, S1.14) the role of cognitive and affective factors in the learning process and the development of language competence (S1.2–8, S1.10–18) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S1.9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S1.12, S1.16) <p>2: Resources/Materials</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S1.16) creating simple learning materials in line with learners' interests and needs to complement other resources (S1.16)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S1.16) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S1.6, S1.16) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S1.16–17) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction – whole class teaching, group work, pair-work or individual activities (S1.11–12, S1.16) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • giving clear instructions for a range of basic classroom activities (S1.12, S1.16) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S1.12, S1.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • 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 optimize learning outcomes (S1.12) • varying teacher and learner roles to promote learner-centred activities (S1.18) <p>4: Lesson management</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the kinds of guidance and teaching styles needed to cater for needs of different learners (S1.6–7, S1.15–16) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • using time effectively so that learners feel they are making progress and remain motivated (S1.15) • adopting different teacher and learner roles according to the teaching/learning context (S1.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S1.6–7, S1.10–17) • looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S1.6–7) • adapting and varying teacher roles to match the context and emerging learner needs (S1.6–7, S1.16–18)

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			<p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • basic psychology of learning, and how languages, including the mother tongue, are learnt/acquired (S1.4–5) • key issues relating to individual differences between learners, and their effect on classroom dynamics (S1.2–7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the impact of specific cultural, social and learning contexts on language learning and teaching (S1.4–7, S1.10–14) • individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S1.2–14) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • identifying emerging needs and responding to them, seeking advice as necessary (S1.2–7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S1.8) • responding flexibly to learners’ mood, feedback and problems, changing plans to meet needs or opportunities that arise (S1.6, S1.16–17) <p>7: Learner autonomy</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S1.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S1.11, S.1.16) <p>ASSESSMENT OF LEARNING</p> <p>1: Assessment and the curriculum</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • monitoring classroom learning to identify learning needs and achievement (S1.8)

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			<p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the communication limitations and learning difficulties of learners with low levels of language proficiency (S1.2–3, S1.6–7, S1.9–13, S1.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S1.2–3, S1.6–7, S1.9–13, S1.15) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> recognizing the main causes of communication difficulties up to, for example, B1 level (S1.6–7, S1.10–13, S1.15) overcoming basic communication problems with learners up to B1 (S1.6–7, S1.9, S1.13, S1.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating most communication difficulties up to at least B2 level (S1.6–7, S1.9–13, S1.15–18) overcoming any significant communication problems with learners up to at least B2 level (S1.6–7, S1.9, S1.13, S1.15–18) <p>3: Giving sound language models and guidance</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B1 level (S1.2–4, S1.6–7, S1.9–13, S1.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B2 level (S1.2–4, S1.6–7, S1.9–13, S1.15) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating, and helping learners at these levels to overcome major language and communication difficulties (S1.6–7, S1.9, S1.11–13, S1.15, S1.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating, and helping learners up to this level to overcome language and communication difficulties (S1.11–13, S1.15, S1.18) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> concepts of “otherness”, “diversity” (S1.2–7)

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			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • promoting inclusivity and tolerance, and resolving intercultural difficulties (S1.18) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • one's own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S1.10, S1.16–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • a range of tools, resources and processes to enhance strengths and to address areas for development (S1.14) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • investigating and gathering information on one's own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S1.10, S1.16–17) <p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the importance of reflection processes in teaching (S1.4, S1.7–9, S1.18) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • anticipating challenges regarding teaching & learning processes (S1.6–7, S1.9–13, S1.16–18) • using a variety of reflection tools e.g. diaries, video recordings etc. (S1.8–9, S1.17–18) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the need for different teacher roles to support learners' achievements (S1.6–8, S1.16–18) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p>

Session	Session aims	Topics	Coverage of Equals Framework
			<p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S1.6–7, S1.9, S1.11–13)

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

Session	Session aims	Topics	Coverage of Equals Framework
<p>Session 2</p> <p>Creating an inclusive learning environment</p>	<ul style="list-style-type: none"> To reflect on what an inclusive learning environment means To explore some key approaches to accommodating the needs of students with dyslexia To review the way technology can help students with dyslexia To recognize elements of a multisensory approach in a lesson plan 	<ul style="list-style-type: none"> Defining an inclusive classroom Making accommodations to create an inclusive classroom Providing motivation and support Providing materials in an accessible format Using a multisensory approach Using technology 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S2.2, S2.4, S2.5–7, S2.11, S2.16–17) different learning theories and how these are applied to the learning and teaching processes (S2.9–10, S2.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S2.2–4, S2.9–10, S2.16–17) aspects of educational culture which might affect learners' approach to language learning (S2.3–4, S2.6, S2.9–11, S2.16–17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying some of the differences between the cognitive and affective needs of different learners (S2.2–3, S2.4, S2.6, S2.9–11, S2.15–18) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S2.2, S2.4, S2.6, S2.8–11, S2.16–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> basing lesson and course design and the selection of learning activities on learners' needs (S2.2, S2.4–6, S2.8–11, S2.13, S2.16–18) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S2.8–11) planning a logical sequence of lessons based on the TLP and learner needs (S2.2, S2.4, S2.9–11)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S2.2–3, S2.6–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S2.2–3, S2.6, S2.15) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account the needs of the learners in the group (S2.4, S2.9–11) • anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S2.2, S2.4, S2.6–8, S2.13) • planning basic activities aimed at integrating skills and at providing opportunities for recycling (S2.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • analyzing 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 (S2.9–11) • anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S2.5–13, S2.16–17) • adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S2.16–17) • organizing activities that integrate the use of different language skills (S2.13) • reflecting on the extent to which learning outcomes reflect lesson aims (S2.9, S2.12–13, S2.16–17) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • some possible ways of organizing lessons and varying activities (S2.5–6, S2.9–10, S2.13, S2.16) • a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S2.5–11, S2.13, S2.15–16) • the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S2.5–6, S2.9–10, S13–16)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> • various possible teacher and learner roles, and some effective lesson management techniques (S2.6, S2.15) • the rationale and options for planning lesson stages in different logical sequences (S2.13) • 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 (S2.5–11, S2.13, S2.15, S2.18) • a wide range of coursebooks and supplementary materials used for different purposes (S2.9) • basic techniques for materials design (S2.7–10) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • planning teaching and assessment procedures, techniques and activities as suggested in coursebooks and teachers' books (S2.13) • selecting and using a limited range of relevant additional resources and technical teaching aids (S2.5, S2.9–10, S2.12–13, S2.16–18) • planning appropriate sequences of activities, paying attention to pace, variety and use of time (S2.2, S2.4–5, S2.7–10, S2.13, S2.16–17) <p>Phase 2</p> <ul style="list-style-type: none"> • selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S2.9–10, S2.16–18) • deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S2.4–11, S2.13, S2.16) • planning activities to support the development of learner autonomy, considering individual learner needs (S2.2, S2.4–11, S2.13, S2.16–18) • reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S2.10, S2.12, S2.16–17) <p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • the main approaches, methods and techniques of language teaching, and their underlying principles (S2.9–11, S2.15) <p>Phase 2</p> <ul style="list-style-type: none"> • the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S2.9–11, S2.15) • the role of cognitive and affective factors in the learning process and the development of language competence (S2.2–18) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (2.9–10, S2.12–13, S2.15) • using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (2.9–10, S2.12–13, S2.15)

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			<p>Phase 2</p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S2.4, S2.6, S2.9–10, S2.11, S2.13, S2.15–16) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S2.9–10, S2.13, S2.15–17) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p>Phase 2</p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S2.12–14) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S2.4–5, S2.7–10, S2.16) creating simple learning materials in line with learners’ interests and needs to complement other resources (S2.7–10, S2.16) <p>Phase 2</p> <ul style="list-style-type: none"> adapting and using effectively a wide range of published and other learning materials, including digital resources (S2.5, S2.7–11, S2.14) evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S2.4–5, S2.10–11, S2.16) selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S2.4–5, S2.7–11, S2.14, S2.16–17) adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S2.7–8, S2.12–13, S2.18) <p>3: Interacting with learners</p> <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> establishing a positive rapport conducive to effective learning (S2.6, S2.11, S2.14) giving clear instructions for a range of basic classroom activities (S2.6, S2.16) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S2.5–11, S2.13–14) <p>Phase 2</p> <ul style="list-style-type: none"> 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 optimize learning outcomes (S2.5–6, S2.9–10, S2.13) giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S2.7–8) helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S2.9–10) varying teacher and learner roles to promote learner-centred activities (S2.5–6, S2.9–10)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: Lesson management</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the kinds of guidance and teaching styles needed to cater for needs of different learners (S2.2, S2.4, S2.9–11, S2.13, S2.16–18) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting etc.) (S2.4) using voice, body language and attitude to communicate with the class (S2.11) creating a positive & constructive classroom atmosphere (S2.6, S2.11, S2.14) using time effectively so that learners feel they are making progress and remain motivated (S2.5, S2.14) adopting different teacher and learner roles according to the teaching/learning context (S2.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S2.5–11, S2.13–14, S2.16–17) organizing longer teaching and learning sequences, building in variety, improvisation and cultural interest as a means of sustaining learner engagement and motivation (S2.4, S2.9–10, S2.14) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S2.4, S2.9–11, S2.16–18) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S2.2, S2.4, S2.6, S2.9–11, S2.14, S2.16–18) adapting and varying teacher roles to match the context and emerging learner needs (S2.4–5, S2.8–11, S2.14) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic software that is needed for preparing materials & handouts for teaching (S2.7–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S2.7, S2.12–13) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S2.7–8, S2.12–13, S2.15) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) (S2.12)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> key issues relating to individual differences between learners, and their effect on classroom dynamics (S2.2) the role of feedback and error correction in fostering language learning (S2.3) the nature and role of different kinds of motivation in learning (S2.4, S2.6, S2.9–10, S2.14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S2.2–3, S2.5–6) individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S2.2–3, S2.5–6, S2.9–11, S2.13–14) the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment etc.), on different aspects of performance such as fluency & accuracy (S2.3) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying emerging needs and responding to them, seeking advice as necessary (S2.2, S2.5, S2.9–11, S2.18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> responding flexibly to learners’ mood, feedback and problems, changing plans to meet needs or opportunities that arise (S2.2, S2.11, S2.16–17) <p>7: Learner autonomy</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> some techniques for developing learner autonomy (2.9–10, S2.12–13, S2.15) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S2.13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S2.4–6, S2.9–11, S2.13, S2.16) <p>ASSESSMENT OF LEARNING</p> <p>1: Assessment and the curriculum</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of learners’ classroom performance in assessing learning needs (S2.9)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> monitoring classroom learning to identify learning needs and achievement (S2.9) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the communication limitations and learning difficulties of learners with low levels of language proficiency (S2.2–3, S2.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S2.2–3, S2.11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> recognizing the main causes of communication difficulties up to, for example, B1 level (S2.2–3, S2.11) overcoming basic communication problems with learners up to B1 (S2.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating most communication difficulties up to at least B2 level (S2.2–3, S2.11) overcoming any significant communication problems with learners up to at least B2 level (S2.2, S2.11) <p>3: Giving sound language models and guidance</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B1 level (S2.2–3) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B2 level (S2.2–3) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating, and helping learners at these levels to overcome major language and communication difficulties (S2.2, S2.5–13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating, and helping learners up to this level to overcome language and communication difficulties (S2.2)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: Handling relevant cultural issues as part of language learning</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> creating an atmosphere of respect, tolerance and understanding (S2.2, S2.4–18) promoting inclusivity and tolerance, and resolving intercultural difficulties (S2.2–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying or adapting materials that promote intercultural understanding (and language use) (S2.7–9) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S2.2, S2.16–17) one's own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S2.16–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a range of tools, resources and processes to enhance strengths and to address areas for development (S2.2, S2.16–17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in self-development professionally and ethically in supervised educational contexts (S2.2, S2.16–17) investigating and gathering information on one's own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S2.16–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> managing self-development autonomously, professionally and ethically in a variety of familiar educational contexts (S2.2, S2.16–17) <p>2: Collaborative development</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of professional development in collaboration with colleagues (S2.2) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p>

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of reflection processes in teaching (S2.4, S2.7, S2.9, S2.12–13, S2.17–18) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S2.2, S2.6, S2.11, S2.14) using a variety of reflection tools e.g. diaries, video recordings etc. (S2.7, S2.17–18) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for effective on-going communication within the work place and with all stakeholders (S2.2) ethical principles related to teaching and language teaching (S2.2) the need for different teacher roles to support learners' achievements (S2.2, S2.4, S2.13) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> contributing to effective communication and helping maintain the ethos of the institution (S2.2) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S2.2, S2.11, S2.13–14) providing support and giving guidance to peers in their teaching and other professional responsibilities and duties within the institution (S2.2)

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

Session	Session aims	Topics	Coverage of Eaquals Framework
Session 3 Supporting listening and speaking	<ul style="list-style-type: none"> To explore the skills involved in listening and speaking and the particular difficulties experienced by students with dyslexia To explore how to select and adapt materials to support students with dyslexia To examine techniques to support students with dyslexia in listening and speaking activities To explore the challenges around fluency and pronunciation which students with dyslexia may have To examine how differentiation techniques, including assigning roles, can support students with dyslexia 	<ul style="list-style-type: none"> General difficulties with listening and speaking Dyslexia-friendly activities for listening comprehension Addressing challenges with listening tasks Adapting listening tasks Developing fluency Developing pronunciation Adapting speaking tasks Differentiation 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S3.5–6, S3.18–20) different learning theories and how these are applied to the learning and teaching processes (S3.2–5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S3.2–6, S3.18–20) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying some of the differences between the cognitive and affective needs of different learners (S3.2–8, S3.10–11, S3.15, S3.17–19) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S3.5–6, S3.8, S3.10–11, S3.15, S3.18–19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these (S3.6–9) basing lesson and course design and the selection of learning activities on learners' needs (S3.5–15, S3.18–20) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S3.6, S3.13–14) planning a logical sequence of lessons based on the TLP and learner needs (S3.5, S3.13–14, S3.18–19) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S3.11–12, S3.16–17) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S3.8, S3.11–12, S3.16–17) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S3.2–4, S3.6–8, S3.10–11, S3.16–17, S3.20)

Session	Session aims	Topics	Coverage of Equals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> the interdependence of learning outcomes, the teaching context and individual learners (S3.4–19) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S3.2–3, S3.5–8, S3.10–12, S3.15, S3.17) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> analyzing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S3.18–19) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S3.5–11, S3.16, S3.18–20) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S3.18–19) <p>Phase 2</p> <ul style="list-style-type: none"> analyzing 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 (S3.2–4) anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S3.5–13, S3.18–19) adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S3.18–19) organizing activities that integrate the use of different language skills (S3.4) reflecting on the extent to which learning outcomes reflect lesson aims (S3.14, S3.18–19) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S3.3, S3.6–10, S3.12–15, S3.18) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S3.3, S3.5–15) the prescribed coursebook, especially the way it is structured, and other core resources (S3.6–7, S3.12) the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S3.5–15) <p>Phase 2</p> <ul style="list-style-type: none"> various possible teacher and learner roles, and some effective lesson management techniques (S3.5–8, S3.10–15) the rationale and options for planning lesson stages in different logical sequences (S3.18–19) 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 (S3.5–14) a wide range of coursebooks and supplementary materials used for different purposes (S3.6) strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S3.5–16)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> gathering information on the resources available, and selecting teaching materials from set coursebooks (S3.5–7, S3.12–13) planning teaching and assessment procedures, techniques and activities as suggested in coursebooks and teachers’ books (S3.6–7, S3.12, S3.18–19) selecting and using a limited range of relevant additional resources and technical teaching aids (S3.5) planning appropriate sequences of activities, paying attention to pace, variety and use of time (S3.5–7, S3.13–15, S3.18–19) planning some activities to develop learner autonomy following procedures suggested by the coursebook or school (S3.12, S3.18–19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners’ needs and learning styles, taking into account their cultural background (S3.5, S3.10–11, S3.13–14, S3.18–19) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S3.5, S3.7–10, S3.12–15) planning activities to support the development of learner autonomy, considering individual learner needs (S3.5–15, S3.18–19) reflecting on and evaluating planning in the light of learners’ progress, and identifying strengths and areas for further development (S3.9, S3.12, S3.14, S3.18–19) <p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S3.5, S3.8) the role of cognitive and affective factors in the learning process and the development of language competence (S3.2–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S3.5–8, S3.12) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S3.8, S3.11–14, S3.16–17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S3.5–8, S3.10, S3.12–15, S3.17) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S3.5–7)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>2: Resources/Materials</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S3.5–7, S3.9, S3.13–14, S3.18–19) creating simple learning materials in line with learners’ interests and needs to complement other resources (S3.10–11, S3.13–14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> adapting and using effectively a wide range of published and other learning materials, including digital resources (S3.5–7, S3.9–10, S3.12–14, S3.17–20) evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S3.5–7, S3.9–10, S3.12–13, S3.18–20) selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S3.5–7, S3.9–10, S3.12–14, S3.17–20) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic principles and procedures for managing teacher-class interaction - whole class teaching, group work, pair-work or individual activities (S3.5, S3.7–10) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the principles and procedures for effective management of a broad range of interaction modes for optimizing learning, including the flexible switching from one type of activity to another (S3.5–10) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving clear instructions for a range of basic classroom activities (S3.8) supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S3.7–8, S3.10–15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> 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 optimize learning outcomes (S3.8, S3.10, S3.13–14) helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S3.13–15, S3.20) varying teacher and learner roles to promote learner-centred activities (S3.7–10, S3.13–15)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: Lesson management</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the kinds of guidance and teaching styles needed to cater for needs of different learners (S3.5–11, S3.13–15, S3.17, S3.20) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting etc.) (S3.5, S3.7, S3.13–15) adopting different teacher and learner roles according to the teaching/learning context (S3.7, S3.10–11, S3.13–15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S3.4–19) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S3.2–4, S3.6, S3.8, S3.10–11, S3.13–14, S3.18–20) adapting and varying teacher roles to match the context and emerging learner needs (S3.5–15, S3.17–20) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> key issues relating to individual differences between learners, and their effect on classroom dynamics (S3.2, S3.4, S3.6, S3.9–11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S3.2–19) individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S3.2–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying emerging needs and responding to them, seeking advice as necessary (S3.2–4, S3.6, S3.8, S3.10–11, S3.13–14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S3.18–19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>7: Learner autonomy</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S3.7, S3.12, S3.18–19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S3.5–8, S3.10–15) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the communication limitations and learning difficulties of learners with low levels of language proficiency (S3.2–4, S3.6–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S3.2–4, S3.6–8) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> recognizing the main causes of communication difficulties up to, for example, B1 level (S3.2–4, S3.6–8) overcoming basic communication problems with learners up to B1 (S3.6–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating most communication difficulties up to at least B2 level (S3.2–4) overcoming any significant communication problems with learners up to at least B2 level (S3.6–8) <p>3: Giving sound language models and guidance</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B1 level (S3.2–4, S3.6–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B2 level (S3.2–4, S3.6–8) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating, and helping learners at these levels to overcome major language and communication difficulties (S3.5–8, 3.10–11)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p><i>Phase 2</i></p> <ul style="list-style-type: none"> • anticipating, and helping learners up to this level to overcome language and communication difficulties (S3.5–11) • 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 (S3.16) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • concepts of “otherness”, “diversity” (S3.2–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • promoting inclusivity and tolerance, and resolving intercultural difficulties (S3.6–8, S3.10, S3.17) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • a limited range of self-development processes, strategies and resources (S3.18–20) • one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S3.18–20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • a broad range of self-development processes and strategies (S3.18–20) • a range of tools, resources and processes to enhance strengths and to address areas for development (S3.18–20) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • engaging in self-development professionally and ethically in supervised educational contexts (S3.18–20) • investigating and gathering information on one’s own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S3.18–20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • managing self-development autonomously, professionally and ethically in a variety of familiar educational contexts (S3.18–20)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of reflection processes in teaching (S3.5, S3.9–12, S3.14–15, S3.18–20) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S3.2–8, 3.10–12) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for different teacher roles to support learners' achievements (S3.6–7, S3.13–15) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S3.5–8, S3.10–12, S3.16, S3.18–19) assuming a variety of roles to support learners' achievement and peer growth e.g. resource sharer, peer observer etc. (S3.15)

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

Session	Session aims	Topics	Coverage of Eaquals Framework
Session 4 Supporting reading and writing	<ul style="list-style-type: none"> To explore the skills involved in reading and writing, and the particular difficulties experienced by students with dyslexia 	<ul style="list-style-type: none"> General difficulties with reading and writing Choosing reading texts Reading comprehension strategies Developing reading fluency: reading aloud 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S4.2–4, S4.18–20) different learning theories and how these are applied to the learning and teaching processes (S4.2–4, S4.9, S4.12, S4.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S4.2–4, S4.12, S4.18–20)

Session	Session aims	Topics	Coverage of Eaquals Framework
	<ul style="list-style-type: none"> To explore how to select, adapt, and present texts to support students with dyslexia To examine techniques to support students develop strategic reading competences, such as improving comprehension and developing fluency To examine techniques to support students with the technical competences for writing, such as spelling and sound correspondence To explore ways of using learning technologies to teach reading and writing skills to students with dyslexia 	<ul style="list-style-type: none"> Recognizing spelling and sounds Moving from controlled practice to free writing production Supporting handwriting and typing Learning technologies 	<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying some of the differences between the cognitive and affective needs of different learners (S4.2–5, S4.12) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S4.10–11, S4.16, S4.18–20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> basing lesson and course design and the selection of learning activities on learners' needs (S4.6, S4.8, S4.10–12, S4.18–20) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using standard processes and resources available at the school for researching and analyzing language and other content in order to plan a logical sequence of lessons based on the TLP (S4.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> planning a logical sequence of lessons based on the TLP and learner needs (S4.10–11, S4.16, S4.18–19) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S4.5, S4.9, S4.13) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S4.5–17, S4.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a wide range of aspects of communication & language: transaction vs. interaction; speech vs. writing; text types and genres; levels of formality; register and domains; the relationship between language and culture etc. (S4.2–3, S4.5–15) the interdependence of learning outcomes, the teaching context and individual learners (S4.2–20) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S4.2–7, S4.9, S4.13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> analyzing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S4.10, S4.18–19) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S4.5–20) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S4.18–19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S4.4–7, S4.9, S4.13, S4.17) adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision (S4.18–19) reflecting on the extent to which learning outcomes reflect lesson aims (S4.18–19) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S4.6–8, S4.10–12, S4.18) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S4.5–13, S4.18–20) the prescribed coursebook, especially the way it is structured, and other core resources (S4.11) the importance of learners’ individual and group culture as a factor in their response to topics and learning activities (S4.5–6, S4.10) <p>Phase 2</p> <ul style="list-style-type: none"> various possible teacher and learner roles, and some effective lesson management techniques (S4.7–13, S4.20) the rationale and options for planning lesson stages in different logical sequences (S4.16, S4.18–19) 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 (S4.5–6, S4.8–13, S4.18–20) a wide range of coursebooks and supplementary materials used for different purposes (S4.14–15) basic techniques for materials design (S4.5, S4.12–13, S4.18–19) strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S4.10–11, S4.18–20) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> gathering information on the resources available, and selecting teaching materials from set coursebooks (S4.11) selecting and using a limited range of relevant additional resources and technical teaching aids (S4.13–16, S4.18–19) planning appropriate sequences of activities, paying attention to pace, variety and use of time (S4.10–11, S4.18–19) <p>Phase 2</p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners’ needs and learning styles, taking into account their cultural background (S4.5, S4.11–12, S4.14–15, S4.18–19) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners’ progress and needs (S4.10–12, S4.18–19) planning activities to support the development of learner autonomy, considering individual learner needs (S4.6, S4.8, S4.10–13, S4.16, S4.18–19) reflecting on and evaluating planning in the light of learners’ progress, and identifying strengths and areas for further development (S4.18–19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main approaches, methods and techniques of language teaching, and their underlying principles (S4.8–9, S4.13, S4.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> key issues in learning theory relevant to language learning (S4.9, S4.12–13) the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S4.8–9, S4.12–15, S4.20) the role of cognitive and affective factors in the learning process and the development of language competence (S4.2–7, S4.9, S4.13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S4.8–9, S4.12–13, S4.20) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S4.13, S4.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S4.8–9, S4.12–13, S4.18–20) <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S4.6, S4.10–15, S4.17) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S4.6–15, S4.17) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S4.11, S4.14–15, S4.18–19) creating simple learning materials in line with learners' interests and needs to complement other resources (S4.5, S4.11) basic techniques for using authentic materials in class (S4.18–19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> • adapting and using effectively a wide range of published and other learning materials, including digital resources (S4.6, S4.10–11, S4.14–15, S4.20) • evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S4.5, S4.11–12, S4.18–19) • selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S4.6, S4.10–11, S4.14–15, S4.20) • using various resources effectively, including the board and body language, to optimize learning outcomes (S4.6–15) • adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S4.5, S4.13–17, S4.20) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • basic principles and procedures for managing teacher-class interaction - whole class teaching, group work, pair-work or individual activities (S4.10–12) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • giving clear instructions for a range of basic classroom activities (S4.10–11) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S4.6) <p>Phase 2</p> <ul style="list-style-type: none"> • varying teacher and learner roles to promote learner-centred activities (S4.7–8) <p>4: Lesson management</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> • the kinds of guidance and teaching styles needed to cater for needs of different learners (S4.5, S4.7–12) <p>Phase 2</p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> • adopting different teacher and learner roles according to the teaching/learning context (S4.7, S4.12)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S4.4–20) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S4.4) assessing, reacting and responding to learner needs on the spur of the moment (S4.18–19) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S4.4–20) adapting and varying teacher roles to match the context and emerging learner needs (S4.7) <p>5: Using digital media</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> basic software that is needed for preparing materials & handouts for teaching (S4.13–15) <p>Phase 2</p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S4.13–16) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S4.13–15) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> word-processing worksheets following conventions (S4.14) using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) (S4.13–16, S4.20) <p>Phase 2</p> <ul style="list-style-type: none"> using software for handling images, DVDs, and sound files (S4.13–14) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> key issues relating to individual differences between learners, and their effect on classroom dynamics (S4.2–20) <p>Phase 2</p> <ul style="list-style-type: none"> the impact of specific cultural, social and learning contexts on language learning and teaching (S4.2–19) individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S4.2–19) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> identifying emerging needs and responding to them, seeking advice as necessary (S4.4) <p>Phase 2</p> <ul style="list-style-type: none"> responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S4.7)

Session	Session aims	Topics	Coverage of Equals Framework
			<p>ASSESSMENT OF LEARNING</p> <p>1: Assessment and the curriculum</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of learners' classroom performance in assessing learning needs (S4.4) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> monitoring classroom learning to identify learning needs and achievement (S4.4) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the communication limitations and learning difficulties of learners with low levels of language proficiency (S4.2–5, S4.9, S4.11, S4.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S4.2–5, S4.9, S4.11, S4.20) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> recognizing the main causes of communication difficulties up to, for example, B1 level (S4.2–5, S4.9, S4.11, S4.20) overcoming basic communication problems with learners up to B1 (S4.5–17, S4.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating most communication difficulties up to at least B2 level (S4.2–5, S4.20) overcoming any significant communication problems with learners up to at least B2 level (S4.5–17) <p>3: Giving sound language models and guidance</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B1 level (S4.2–4, S4.7) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B2 level (S4.2–4, S4.7)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating, and helping learners at these levels to overcome major language and communication difficulties (S4.5–17, S4.20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating, and helping learners up to this level to overcome language and communication difficulties (S4.5–17, S4.20) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> concepts of “otherness”, “diversity” (S4.2–20) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> promoting inclusivity and tolerance, and resolving intercultural difficulties (S4.5–6) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S4.18–20) one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S4.18–20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a broad range of self-development processes and strategies (S4.18–20) a range of tools, resources and processes to enhance strengths and to address areas for development (S4.18–20) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> engaging in self-development professionally and ethically in supervised educational contexts (S4.18–20) investigating and gathering information on one’s own strengths and areas for development (e.g. teaching methodology, materials development, assessment) (S4.18–20) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> managing self-development autonomously, professionally and ethically in a variety of familiar educational contexts (S4.18–20)

Session	Session aims	Topics	Coverage of Equals Framework
			<p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of reflection processes in teaching (S4.4, S4.9–10, S4.15, S4.17–20) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S4.6–7, S4.9–11, S4.13, S4.18–19) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for different teacher roles to support learners' achievements (S4.7, S4.13) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S4.6–7, S4.9–11, S4.13, S4.18–20)

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

Session	Session aims	Topics	Coverage of Equals Framework
Session 5 Teaching grammar and vocabulary	<ul style="list-style-type: none"> To raise awareness of the difficulties students with dyslexia may have in learning grammar and vocabulary 	<ul style="list-style-type: none"> Difficulties with grammar for students with dyslexia Strategies for teaching grammar Selecting appropriate grammar activities 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S5.2–3, S5.12, S5.17–18) different learning theories and how these are applied to the learning and teaching processes (S5.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S5.4, S5.9, S5.17–18)

Session	Session aims	Topics	Coverage of Eaquals Framework
	<ul style="list-style-type: none"> To examine techniques to support students with dyslexia when learning grammar and vocabulary To investigate ways in which visual organizers can be used with students with dyslexia To explore ways of using technology to teach grammar and vocabulary to students with dyslexia 	<ul style="list-style-type: none"> Dealing with common grammar issues General difficulties with learning vocabulary Strategies to help students memorize vocabulary Using visual organizers to support vocabulary learning Adapting vocabulary and grammar activities from a coursebook Using language-learning apps to teach grammar and vocabulary 	<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> identifying some of the differences between the cognitive and affective needs of different learners (S5.4, S5.9, S5.16) taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S5.6–7, S5.10–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these (S5.4–10, S5.12) basing lesson and course design and the selection of learning activities on learners' needs (S5.5–15, S5.17–18) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S5.7) planning a logical sequence of lessons based on the TLP and learner needs (S5.12, S5.17–18) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the grammar, vocabulary and pronunciation points and language skills to be taught during a given course (S5.2–3, S5.5–19) the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language etc.) (S5.2–3, S5.5–12, S5.14–19) common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S5.5–12, S5.19) the complex interrelationship between teaching aims and learning outcomes (S5.17–18) the importance of integrated skills and of recycling and revision (S5.14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the relationship between grammar, lexis, pronunciation and language skills (S5.5–8, S5.10, S5.16) the interdependence of learning outcomes, the teaching context and individual learners (S5.5–14, S5.17–18) the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S5.5–13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> analyzing, with guidance if required, the language points and functions for a limited range of levels to facilitate planning and sequencing (S5.12, S5.17–18) selecting appropriate lesson objectives for a limited range of levels based on the TLP, and taking into account the needs of the learners in the group (S5.7) anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S5.5–12, S5.17–19) planning basic activities aimed at integrating skills and at providing opportunities for recycling (S5.11, S5.13–14, S5.17–18)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> analyzing 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 (S5.7) anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S5.6–10, S5.12–13) organizing activities that integrate the use of different language skills (S5.10–11, S5.13–14) reflecting on the extent to which learning outcomes reflect lesson aims (S5.11, S5.17–18) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S5.5–8, S5.10–15, S5.17–18) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S5.5–8, S5.10–15, S5.17–19) the prescribed coursebook, especially the way it is structured, and other core resources (S5.12–13) the importance of learners' individual and group culture as a factor in their response to topics and learning activities (S5.5–8, S5.10, S5.13) <p>Phase 2</p> <ul style="list-style-type: none"> various possible teacher and learner roles, and some effective lesson management techniques (S5.5–8, S5.10–11) the rationale and options for planning lesson stages in different logical sequences (S5.5, S5.12, S5.17–18) 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 (S5.5–8, S5.10–11, S5.14–15, S5.17–18) a wide range of coursebooks and supplementary materials used for different purposes (S5.6–8) basic techniques for materials design (S5.11, S5.17–18) strategies for developing learner autonomy and for fostering learning opportunities in the classroom (S5.5–8, S5.11, S5.17–18) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> gathering information on the resources available, and selecting teaching materials from set coursebooks (S5.12–13) planning teaching and assessment procedures, techniques and activities as suggested in coursebooks and teachers' books (S5.7–8, S5.12–13, S5.15) selecting and using a limited range of relevant additional resources and technical teaching aids (S5.14) planning appropriate sequences of activities, paying attention to pace, variety and use of time (S5.5, S5.7–8, S5.10–14, S5.17–18) planning some activities to develop learner autonomy following procedures suggested by the coursebook or school (S5.7–8, S5.12–13, S5.15) selecting activities aimed at getting learners to recycle previously encountered language (S5.14)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Phase 2</p> <ul style="list-style-type: none"> selecting and designing teaching materials beyond the coursebook, using other language teaching materials and teacher resource books relevant to the learners' needs and learning styles, taking into account their cultural background (S5.7–8, S5.13, S5.17–18) deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S5.5, S5.7–8, S5.10–11, S5.13–15, S5.17–18) planning activities to support the development of learner autonomy, considering individual learner needs (S5.5–8, S5.10–15, S5.17–18) reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (S5.11–12, S5.17–18) reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered (S5.14) <p>TEACHING AND SUPPORTING LEARNING</p> <p>1: Teaching methodology</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the main approaches, methods and techniques of language teaching, and their underlying principles (S5.5, S5.10–11) <p>Phase 2</p> <ul style="list-style-type: none"> key issues in learning theory relevant to language learning (S5.4, S5.8) the principles and rationale behind the selection and use of commonly used teaching approaches, methods and techniques (S5.6, S5.10–11) the role of cognitive and affective factors in the learning process and the development of language competence (S5.2–4) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (S5.6, S5.10–11, S5.14, S5.17–18) using a range of core techniques to present and promote practice and support learning of the target language (grammar, vocabulary and pronunciation) (S5.5–12, S5.14–18) using classroom language appropriate to the level of the learners (S5.4) <p>Phase 2</p> <ul style="list-style-type: none"> effectively using different teaching/learning techniques for the development of receptive skills, and engaging in productive and interactive communication (S5.5–8, S5.10–11, S5.14, S5.17–18) efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness (S5.5–6, S5.11, S5.13)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the main kinds of learning resources and ways they can be used for a limited range of levels and types of learners (S5.5, S5.7–8) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S5.7, S5.14) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S5.5, S5.7–8, S5.12) managing teaching / learning resources well in familiar teaching contexts/situations (S5.5–8, S5.12) using resources effectively following suggestions in a teacher’s guide or coursebook (S5.12–13) creating simple learning materials in line with learners’ interests and needs to complement other resources (S5.5, S5.7–8, S5.10–13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> adapting and using effectively a wide range of published and other learning materials, including digital resources (S5.5–8, S5.12–14) evaluating the suitability of learning materials for different teaching contexts, taking into account linguistic, cultural and cognitive aspects (S5.5, S5.7–8, S5.12, S5.14, S5.17–18) selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S5.5–8, S5.12–13, S5.17–18) using various resources effectively, including the board and body language, to optimize learning outcomes (S5.5, S5.7–8) adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S5.14, S5.19) <p>3: Interacting with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> basic principles and procedures for managing teacher-class interaction - whole class teaching, group work, pair-work or individual activities (S5.7–8, S5.11–13) concepts and meta-language relevant to handling simple explanations and answering basic language questions at two or three levels (S5.4) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> concepts and terminology relevant to giving explanations and answering language and use questions at a fairly wide range of levels (S5.4)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • setting up and monitoring a basic range of classroom language learning activities, including pair and group work, following suggestions in a teacher's guide (S5.7, S5.15) • supervising a range of basic activities, including motivating learners to participate, encouraging interaction and communication among them (S5.5, S5.7, S5.10–11, S5.13–14) • varying interaction patterns to optimize learning (S5.11–14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • 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 optimize learning outcomes (S5.5–6, S5.8) • helping learners to activate their existing learning strategies in order to prepare for and carry out tasks (S5.5) • varying teacher and learner roles to promote learner-centred activities (S5.10–11, S5.13) <p>4: Lesson management</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the kinds of guidance and teaching styles needed to cater for needs of different learners (S5.5, S5.7) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • keeping different learners involved in classes at a limited range of levels (through pace, timing and variety, weighting etc.) (S5.5) • adopting different teacher and learner roles according to the teaching/learning context (S5.11) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S5.2–19) • looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S5.4, S5.9) • handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S5.2–19) • adapting and varying teacher roles to match the context and emerging learner needs (S5.7, S5.11–12, S5.16) <p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S5.14) • main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S5.14)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) (S5.14) • downloading resources from websites (S5.14) • searching for potential teaching material on the internet (S5.14) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the impact of specific cultural, social and learning contexts on language learning and teaching (S5.4, S5.9) • individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S5.2–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • identifying emerging needs and responding to them, seeking advice as necessary (S5.2–3) <p>7: Learner autonomy</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • some techniques for developing learner autonomy (S5.10–11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S5.12–13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S5.5–8, S5.10–15) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> • the communication limitations and learning difficulties of learners with low levels of language proficiency (S5.2–4, S5.7–9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> • the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S5.2–4, S5.7–9)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting language used in class to communicate effectively with learners of the target language up to B2 level (S5.4) recognizing the main causes of communication difficulties up to, for example, B1 level (S5.2–4, S5.7–9, S5.12) overcoming basic communication problems with learners up to B1 (S5.6–9, S5.12–13) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating most communication difficulties up to at least B2 level (S5.2–4, S5.6–9) overcoming any significant communication problems with learners up to at least B2 level (S5.6–9) <p>3: Giving sound language models and guidance</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B1 level (S5.2–4, S5.7–9) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B2 level (S5.2–4, S5.7–9) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> good pronunciation models (sounds, stress and intonation) (S5.10) correct models of written language (grammar, style, spelling) (S5.5–8) anticipating, and helping learners at these levels to overcome major language and communication difficulties (S5.6–10, S5.12, S5.17–19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating, and helping learners up to this level to overcome language and communication difficulties (S5.6–10, S5.17–19) <p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> concepts of “otherness”, “diversity” (S5.2–19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S5.17–18) one's own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S5.17–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a broad range of self-development processes and strategies (S5.17–18) a range of tools, resources and processes to enhance strengths and to address areas for development (S5.17–18) <p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of reflection processes in teaching (S5.7, S5.9, S5.11–14, S5.16, S5.18–19) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S5.2–9, S5.12–13, S5.17–19) using a variety of reflection tools e.g. diaries, video recordings etc. (S5.16, S5.19) <p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for different teacher roles to support learners' achievements (S5.10) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S5.5–8, S5.12–13, S5.17–19)

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

Session	Session aims	Topics	Coverage of Eaquals Framework
Session 6 Assessment and dyslexia	<ul style="list-style-type: none"> To explore approaches to formative and summative assessment for students with dyslexia To understand how the needs of students with dyslexia can be accommodated in assessment situations To learn how to identify and adapt test tasks that are a challenge for students with dyslexia To consider the use of technology as part of assessment for students with dyslexia To investigate ways of giving effective feedback to students with dyslexia 	<ul style="list-style-type: none"> Principles of assessment and dyslexia Difficulties with exam tasks for students with dyslexia Making accommodations and modifications to tests Informal classroom-based assessment Technology and assessment Giving feedback 	<p>PLANNING TEACHING AND LEARNING</p> <p>1: Learner needs & learning processes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the rationale for identifying learning needs and taking account of these in planning (S6.3–5, S6.7, S6.15, S6.17–18) different learning theories and how these are applied to the learning and teaching processes (S6.3) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main areas where learning needs and learning styles are likely to differ from learner to learner (S6.3) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> taking these needs into account in designing lessons and developing teaching aims and planning learning outcomes (S6.15, S6.19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> basing lesson and course design and the selection of learning activities on learners' needs (S6.12, S6.15, S6.17–19) <p>2: Curriculum and the teaching & learning programme (TLP) or syllabus</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using standard processes and resources available at the school for researching and analyzing language and other content in order to plan a logical sequence of lessons based on the TLP (S6.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> implementing the school curriculum and TLPs taking learners' needs into account (S6.10, S6.15, S6.19) planning a logical sequence of lessons based on the TLP and learner needs (S6.15) <p>3: Lesson aims & outcomes</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (S6.3–8, S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the main linguistic, procedural and affective problems likely to arise in different teaching contexts, and possible options for solving these (S6.3–4, S6.7)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these (S6.3–8, S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson (S6.5, S6.7) <p>4: The lesson – tasks, activities & materials</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> some possible ways of organizing lessons and varying activities (S6.15) a limited range of presentation techniques, practice activities, interaction types and assessment procedures relevant to the needs of learners (S6.4–12) the prescribed coursebook, especially the way it is structured, and other core resources (S6.10) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> 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 (S6.4, S6.6–11, S6.17–18) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> planning teaching and assessment procedures, techniques and activities as suggested in coursebooks and teachers' books (S6.10) selecting and using a limited range of relevant additional resources and technical teaching aids (S6.12, S6.17–19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs (S6.15, S6.19) planning activities to support the development of learner autonomy, considering individual learner needs (S6.12, S6.15) <p>TEACHING AND SUPPORTING LEARNING</p> <p>2: Resources/Materials</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the rationale and principles behind the design, sequencing and use of a range of learning resources, including digital and internet based media (S6.12, S6.17–19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using a limited range of published materials and other learning resources effectively (S6.12, S6.17–19) using resources effectively following suggestions in a teacher’s guide or coursebook (S6.10) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> adapting and using effectively a wide range of published and other learning materials, including digital resources (S6.12, S6.17–19) selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimize learning outcomes (S6.17–19) adapting and using creatively Information & Communication Technology (ICT) to aid learning in and outside the classroom (S6.12, S6.17–19) <p>3: Interacting with learners</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving clear instructions for a range of basic classroom activities (S6.6) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format (S6.6) <p>4: Lesson management</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the kinds of guidance and teaching styles needed to cater for needs of different learners (S6.15) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> delivering effective lessons for classes to learners at a wide range of levels and in specialist courses (S6.2–19) looking for contrast or homogeneity within the group, and diagnosing individual learner needs within a class (S6.15) handling groups of learners from different cultural backgrounds, of different ages, and/or with different abilities and needs (S6.2–19) adapting and varying teacher roles to match the context and emerging learner needs (S6.6, S6.16, S6.19)

Session	Session aims	Topics	Coverage of Eaquals Framework
			<p>5: Using digital media</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> useful websites and search-engines <p><i>Phase 2</i></p> <ul style="list-style-type: none"> technical aspects and uses of data-projectors, interactive whiteboards (IWBs), software for creating media, audio and video files, and images (S6.12) main uses of digital equipment, mobile devices, the internet and relevant software in supporting language learning (S6.12, S6.17–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> using Power Point and standard technology in the classroom (e.g. MP3, CDs, the internet) (S6.12, S6.17–19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using software for handling images, DVDs, and sound files (S6.12, S6.17–18) <p>6: Monitoring learning</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the role of feedback and error correction in fostering language learning (S6.2, S6.13–14, S6.19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> individual differences in learners (aptitude, motivation, learning style, education & social background etc.) and their impact on learning and teaching (S6.3–19) the uses and impact of different types and sources of feedback to learners (e.g. from peers, via self-assessment etc.), on different aspects of performance such as fluency & accuracy (S6.11, S6.13–14) the role of errors in the development of learners' language proficiency and in language learning (S6.13) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> giving feedback that is clear and identifies positive points as well as areas which need further work (S6.13–15, S6.19) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support (S6.13–15, S6.19) responding flexibly to learners' mood, feedback and problems, changing plans to meet needs or opportunities that arise (S6.3)

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			<p>7: Learner autonomy</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> planning some activities to develop learner autonomy following procedures suggested by the coursebook, colleagues or school (S6.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> including activities to develop learner autonomy as appropriate, bearing in mind individual learner needs (S6.12) <p>ASSESSMENT OF LEARNING</p> <p>1: Assessment and the curriculum</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of learners' classroom performance in assessing learning needs (S6.3–7, S6.11, S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the distinction between formative, summative and diagnostic assessment, and how these are best used (S6.2, S6.19) the potential relationships between teaching/learning and assessment processes (S6.4–8, S6.11, S6.17–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> monitoring classroom learning to identify learning needs and achievement (S6.10–11) carrying out assessment as instructed by the institution (S6.8, 6.13–14) <p>2: Test types: design and administration</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> common types of tests, (e.g. placement, diagnostic etc.) and task types (e.g. multiple choice, cloze etc.) (S6.5, S6.9–10, S6.17–18) procedures for running different types of test (S6.5–6, S6.10, S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a wide range of different types of tests, and assessment techniques, taking into account cognitive and meta-cognitive competences (e.g. age, domain etc.) (S6.4–9, S6.11) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> selecting from a pre-specified range of available (published and in-house) tests and using them in familiar contexts (S6.10) supervising test takers and marking class tests (informal and formal) (S6.8, S6.15) administering tests according to procedures ensuring test conditions are respected (S6.8)

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			<p>Phase 2</p> <ul style="list-style-type: none"> collaborating in the design of tests and assessment tasks which are fit for purpose (S6.4–10, S6.16) using assessment tasks effectively during teaching (S6.11, S6.19) overseeing and monitoring test administration (test taking, grading, recording of grades) (S6.5, S6.8) <p>3: Impact of assessment on learning</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> the basic purposes of assessment in supporting learning (S6.2–3, S6.11) the types of feedback that can be given e.g. from formal testing, assessment of class performance, general evaluation (S6.2, S6.4, S6.8, S6.11–15, S6.19) alternative ways in which feedback can be given, e.g. self-assessment, peer assessment, teacher assessment (S6.11, S6.13–14, S6.19) <p>Phase 2</p> <ul style="list-style-type: none"> the different purposes for which testing and assessment can be used, e.g. assessment of learning, assessment for learning, certification (S6.2, S6.11) feedback as a means of supporting learning by promoting learner autonomy and the setting of learning objectives and planning learning (S6.13) ways of providing feedback so that it is sensitive to the culture and expectations of the learners (S6.11, S6.13–15, S6.19) <p>Skills</p> <p>Phase 1</p> <ul style="list-style-type: none"> selecting appropriate ways of providing feedback for learners (S6.11, S6.13–15, S6.19) 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 (S6.11, S6.13–15, S6.19) identifying situations in which self-assessment and peer assessment can be useful (S6.11, S6.17–19) <p>Phase 2</p> <ul style="list-style-type: none"> delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning (S6.13–14) providing individualized and relevant feedback to enable the learners to begin to monitor their own progress and achievement (S6.11, S6.13–14, S6.19) <p>4: Assessment and learning processes</p> <p>Knowledge of</p> <p>Phase 1</p> <ul style="list-style-type: none"> a basic range of exam taking techniques, e.g. reading the rubric, familiarity with task types etc. (S6.5–8) the role of assessment and self-assessment in fostering learner motivation (S6.11, S6.17–18) <p>Phase 2</p> <ul style="list-style-type: none"> a detailed range of exam taking techniques and their effectiveness (S6.5–8)

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			<p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> carrying out simple language assessment tasks in the context of classroom learning activities (S6.10–11, S6.17–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> using assessment as a means of motivating the learner and supporting learning (S6.2, S6.11, S6.17–18) <p>LANGUAGE, COMMUNICATION AND CULTURE</p> <p>1: Using the target language effectively with learners</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the communication limitations and learning difficulties of learners with low levels of language proficiency (S6.3, S6.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> the causes of the communication difficulties of learners with low and intermediate levels of proficiency (S6.3, S6.5) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> recognizing the main causes of communication difficulties up to, for example, B1 level (S6.3, S6.5) overcoming basic communication problems with learners up to B1 (S6.6–8, S6.16) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating most communication difficulties up to at least B2 level (S6.3, S6.5) overcoming any significant communication problems with learners up to at least B2 level (S6.6–7, S6.16) <p>3: Giving sound language models and guidance</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B1 level (S6.3, S6.5) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> likely areas of difficulty in learning and using the target language up to, for example, B2 level (S6.3, S6.5) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> anticipating, and helping learners at these levels to overcome major language and communication difficulties (S6.3, S6.5–8, S6.16–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating, and helping learners up to this level to overcome language and communication difficulties (S6.3, S6.5–8, S6.16–18)

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			<p>4: Handling relevant cultural issues as part of language learning</p> <p>Knowledge of</p> <p><i>Phase 2</i></p> <ul style="list-style-type: none"> concepts of “otherness”, “diversity” (S6.2–19) <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> promoting inclusivity and tolerance, and resolving intercultural difficulties (S6.3, S6.5–8) <p>THE TEACHER AS PROFESSIONAL</p> <p>1: Self-assessment and teacher autonomy</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> a limited range of self-development processes, strategies and resources (S6.17–18) one’s own strengths and areas for development (e.g. teaching methodology, materials development, classroom assessment) (S6.17–18) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> a broad range of self-development processes and strategies (S6.17–18) a range of tools, resources and processes to enhance strengths and to address areas for development (S6.17–18) <p>4: Lesson observation</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the importance of reflection processes in teaching (S6.6–8, S6.13, S6.18–19) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> interpreting and incorporating feedback into teaching practice by using different existing models, processes, tasks or resources (S6.13–14) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> anticipating challenges regarding teaching & learning processes (S6.3, S6.5, S6.7, S6.16–19) using a variety of reflection tools e.g. diaries, video recordings etc. (S6.13, S3.18–19)

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			<p>5: Professional conduct</p> <p>Knowledge of</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> the need for effective on-going communication within the work place and with all stakeholders (S6.15) <p><i>Phase 2</i></p> <p>no knowledge descriptors for phase 2</p> <p>Skills</p> <p><i>Phase 1</i></p> <ul style="list-style-type: none"> marking homework and tests efficiently (S6.7, S6.15) <p><i>Phase 2</i></p> <ul style="list-style-type: none"> identifying and using relevant strategies to effectively and constructively respond to planned and unforeseen challenges in communication (S6.3, S6.5–7, S6.17–19) handling marking and report writing efficiently (S6.15)