



Eaquals International Conference

21—23 October 2021

Europa Hotel Belfast

INTERNATIONAL

**Eaquals**

CONFERENCE



**21—23 OCTOBER 2021
BELFAST, UK**

HYBRID EVENT



Welcome from the Eaquals Chair

Dear Colleagues,

Welcome to the first hybrid Eaquals Annual International Conference – held in Belfast and online in October 2021 – Céad Míle Fáilte!

I am delighted to be able to welcome many of you to the wonderful city of Belfast and I look forward to meeting you all during the conference. As we have changed and adapted to the global situation over the last 18 months, we have taken the decision to proceed with our planned face-to-face conference, but also to offer a hybrid option to those of you who are unable to travel at this time.

Our Eaquals annual conference provides the platform for the exchange of ideas from many viewpoints - academic, management, business sales & marketing. The result is to enhance understanding and strengthen networks, both of which are crucial in an increasingly competitive international educational environment. Facilitating this, the Eaquals conference offers five thematic strands – Language Teaching & Learning; Course Design, CEFR & Assessment; Staff Development; Leadership & Management and Business & Marketing. Our new sessions for this hybrid conference will include discussion forums and celebrating Eaquals' 30th anniversary.

The Eaquals network is one which shares best practice, new ideas, knowledge and expertise. Our annual conference provides the opportunity to examine these practices and discuss issues, ideas and innovations in depth and with colleagues. This will be led by our speakers, invited guests and, of course, our members from the Eaquals network. We are grateful to all of them for their willingness to share openly their thoughts and views on language learning and teaching.

As always, we would like to give a heartfelt thanks to our sponsors who make this conference possible, and who have stuck with us through the many changes - Pearson, GEL Guided e-Learning, Higher Education Marketing, Macmillan Education, Trinity College London, DELTA Publishing, National Geographic Learning, Oxford University Press, g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung, ETS Global, International House World Organisation and Sensations English.

Additional thanks to local school IH Belfast for their assistance during the event.

I am sure that this conference will be worthwhile and memorable for all involved and will allow for further shared understanding of the varied contexts and realities of language teaching worldwide.

I hope you have a rewarding few days. Thank you for attending, in person or virtually!



Thom Kiddle
Chair of the Eaquals Board of Trustees

Programme overview

Thursday, 21 October 2021

0800 – 1700	Registration	
0900 – 1100	Management Training Workshop – Session 1	
0900 – 0945	Inspector professional development – Session 1.1	
0945 – 1100	Inspector professional development – Session 1.2	
1100 – 1130	Coffee & exhibition	
1130 – 1300	Management Training Workshop – Session 2	
1130 – 1300	Inspector professional development – Session 2	
1300 – 1415	Lunch & exhibition	
1415 – 1600	Management Training Workshop – Session 3	
1400 – 1600	Inspector professional development – Session 3	
1600 – 1630	Coffee & exhibition	
1630 – 1730	Inspector professional development – Session 4	
1630 – 1845	Free time for participants of the Management Training Workshop	
1730 – 1800	Inspector Forum	
1845 – 1915	Newcomers/sponsors closed welcome reception with the Board and Staff	
2000 – 2230	Dinner at 44 Hill Street in the Cathedral Quarter (Meet in the lobby of Europa Hotel at 1930)	<i>Pre-booking required</i>

Friday, 22 October 2021

0800 – 1400	Registration	
0900 – 0925	Conference opening	
0930 – 1030	Opening Plenary	
1030 – 1100	Coffee & exhibition	
1100 – 1140	Elective sessions	
1145 – 1225	Elective sessions	
1230 – 1400	Lunch & exhibition	
1400 – 1525	Elective sessions	
1530 – 1600	Coffee & exhibition	
1600 – 1700	Elective sessions	
1705 – 1745	Eaquals Focus: Celebrating Eaquals at 30!	
2000 – 2400	Conference dinner & disco at Titanic Belfast (Meet in the lobby of Europa Hotel at 1930)	<i>Pre-booking required</i>

Saturday, 23 October 2021

0900 – 0955	Plenary session	
1000 – 1040	Elective sessions	
1045 – 1115	Coffee & exhibition	
1115 – 1300	Elective sessions	
1300 – 1400	Lunch & exhibition	
1400 – 1545	Elective sessions	
1545 – 1610	Coffee & exhibition	
1610 – 1650	Elective sessions	
1655 – 1750	Closing Plenary	
1750 – 1755	Conference closing	
2000	Social event at Europa Hotel, Piano Restaurant	<i>Pre-booking required</i>

Are you new to Eaquals?

Is this your first time at an Eaquals conference? If so, we are very pleased to see you. Please don't be shy about introducing yourself and asking for information from the Eaquals Staff, Board and Accreditation Panel members and our conference assistants. They are all wearing yellow lanyards on their badges so you can identify them easily, and you can also find photos of the Eaquals Board and Staff on page 28. Don't hesitate to approach us for information.

There are three special activities at the conference for different groups of newcomers. You can sign up for one of these with our registration team, if you have not done so already.

Newly accredited and associate members – Eaquals welcome reception

If you represent an Accredited Member or an Associate Member that has joined Eaquals since May 2019 or an institution that has recently had an Advisory Visit, we would like to invite you to a pre-dinner welcome reception where you will meet other new members, the Eaquals Trustees and Eaquals staff.

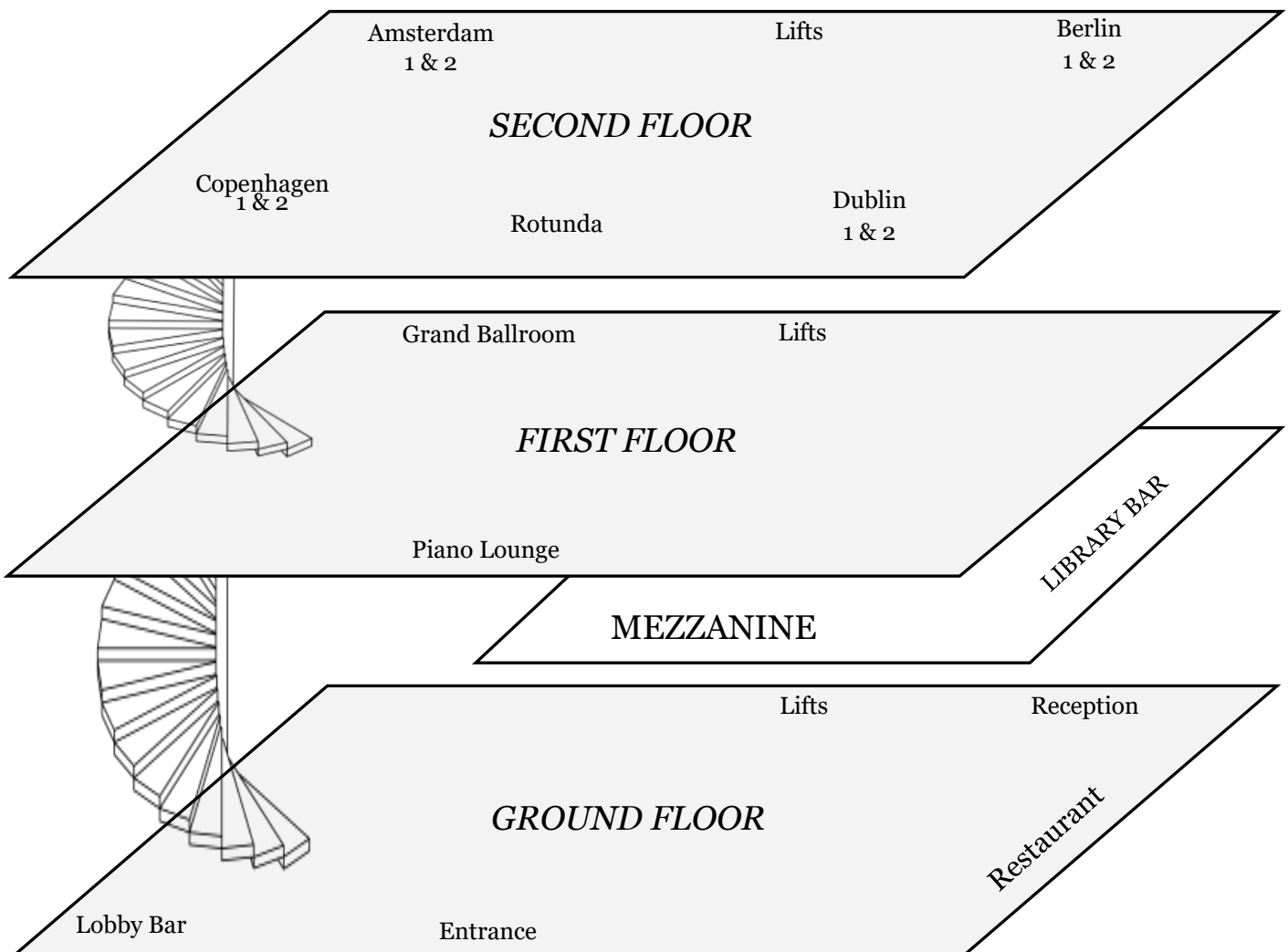
Thursday 21 October, 18.45 – 19.15

Non-members who would like to find out more about Eaquals

If you would like to learn about Eaquals, its accreditation scheme, membership benefits and discuss how to become a member, you will find brief information on page 30-31. Speak to the Eaquals Staff at the registration desk to book a 15-minute individual meeting with the Director of Accreditation.

Don't miss out on the programmed **Introduction to Eaquals** session which takes place on **Friday 22 October from 11.00 in Grand 5**. This session gives an overview of the Accreditation process as well as the opportunity for Q&A.

FLOORPLAN








Detailed Conference Programme - Thursday, 21 October 2021

Time	Programme	Room
Session 1		
0800–1700	Registration	
0900 – 1100	Management Training — Managing a complex teaching staffroom Trainer: Andy Hockley	Grand 1 & 2
0900 – 0945	Inspector Training & Professional Development Day Looking back and looking forward Speaker: Ludka Kotarska	Grand 4 & 5
0945 – 1100	Inspector Training & Professional Development Day An overview of the Eaquals Accreditation Portfolio <ul style="list-style-type: none"> • Inspection Scheme Version 7.2 • the Scheme for Higher Education Institutions • the Scheme for Online Providers Speaker: Sarah Aitken & Justin Vollmer	Grand 4 & 5
1100 – 1130	Coffee & Exhibition	
Session 2		
1130 – 1300	Management Training — Managing a complex teaching staffroom Trainer: Andy Hockley	Grand 1 & 2
	Inspector Training & Professional Development Day The HEI Scheme: evaluation of Academic Management Speaker: Ela Jarosz, Sue Sheerin	Grand 4 & 5
1300 – 1415	Lunch & Exhibition	
Session 3		
1400– 1600	Inspector Training & Professional Development Day Version 7.2 standardisation session: assessment and grading of key categories Speaker: Angela Signorastri , Galya Mateva & Ute Arnold	Grand 4 & 5
1415 – 1600	Management Training — Managing a complex teaching staffroom Trainer: Andy Hockley	Grand 1 & 2
1600 – 1630	Coffee & Exhibition	
Session 4		
1630 – 1730	Inspector Training & Professional Development Day Planning and conducting inspections in ‘a new reality’ Speaker: Justin Vollmer & John Haagensen	Grand 4 & 5
1730 – 1800	Inspector Forum – ‘Any questions’	Grand 4 & 5
1845 – 1915	Newcomers/sponsors closed welcome reception with the Board and Staff	Piano Restaurant
2000 – 2230	Dinner at 44 Hill Street in the Cathedral Quarter <i>(pre-booking required)</i> (44 Hill St, Belfast BT1 2LG) Meet in the lobby of Europa Hotel at 1930	

Detailed Conference Programme - Friday & Saturday 22–23 October 2021

Conference themes

The conference sessions on Friday and Saturday are organised around 5 themes, chosen to reflect the interests of delegates. The programme includes keynote plenary sessions together with elective sessions. Elective sessions are colour-coded by theme in the programme, to help you choose which session to attend.

	Language Teaching and Learning
	Course Design, CEFR and Assessment
	Staff Development
	Leadership and Management
	Business and Marketing

Friday, 22 October 2021

Time	Programme	Room
0800–1400	Registration	
0900 – 0925	Conference opening	Grand 1 & 2 & 3
0930 – 1030	Opening Plenary: Leading in times of Volatility Dr Joanne Murphy	Grand 1 & 2 & 3
1030 – 1100	Coffee & Exhibition	
ELECTIVE SESSION 1		
1100 – 1140	Q & A (Opening Plenary): Leading in times of Volatility Dr Joanne Murphy	Grand 1 & 2 & 3
	Introduction to Eaquals Sarah Aitken	Grand 5
ELECTIVE SESSION 2		
1145 – 1225	Quality Accreditation, an Essential Strategic Option for Business Excellence Ludka Kotarska & Klaudia Bednarova	Grand 5
	Eaquals Focus: Discussion Groups	Grand 1 & 2 & 3
1230 – 1400	Lunch & Exhibition	

Friday, 22 October 2021 — continued

Time	Programme	Room
ELECTIVE SESSION 3		
1400 — 1440	Resilience: What it means for Organizations, Teams and Individuals Dr Joanne Murphy	Grand 1 & 2 & 3
	Classroom research and the whole teacher Alan Pulverness	Grand 5
	Attract the post-COVID wave of students with hybrid learning David Coarsey (Sponsor: Guided eLearning)	Copenhagen1
ELECTIVE SESSION 4		
1445 — 1525	Putting the focus on learning Gillian Davidson & David Byrne	Grand 1 & 2 & 3
	Who's in Charge Around Here? Actually ... we all are: a new way to manage to fit the times? Liam Brown	Grand 5
	Eaquals Frameworks: Current & Future Lou McLaughlin with members of Academic Management Project Group	Copenhagen 2
	Resources to support writing for academic purposes Arum Perwitasari (Sponsor: ETS Global)	Copenhagen1
1530 — 1600	Coffee & Exhibition	
ELECTIVE SESSION 5		
1600 — 1700	Language teachers and subject teachers: where's the common ground? Rod Bolitho & Richard Rossner	Grand 1 & 2 & 3
	The second customer revolution: putting staff first George Pickering	Grand 5
1705 — 1745	Eaquals Focus: Celebrating Eaquals at 30!	Grand 1 & 2 & 3
2000 — 2400	Conference dinner & disco at Titanic Belfast (<i>pre-booking required</i>) Meet in the lobby of Europa Hotel at 1930	

Saturday, 23 October 2021

Time	Programme	Room
0900 – 0955	Plenary: What's really changed? Exploring the impact of the pandemic on values-based decision making in higher education Professor Rhona Sharpe	Grand 1 & 2 & 3
ELECTIVE SESSION 6		
1000 – 1040	English for Tourism in Georgia Alan S. Mackenzie	Grand 1 & 2 & 3
	The future is plurilingual. Let's make teaching qualifications plurilingual too Ben Beaumont	Grand 5
	Probing the Principles of EAP Course Design Conrad Heyns	Copenhagen 2
1045 – 1115	Coffee & Exhibition	
ELECTIVE SESSION 7		
1115 – 1155	Creative Writing for Students and Teachers Alan Maley	Grand 1 & 2 & 3
	Visible Thinking Routines in the English Language Classroom Alex Warren (Sponsor: National Geographic Learning)	Grand 5
	Green Standard Schools Jonathan Dykes	Copenhagen 2
	Take Advantage of your Students Jon Hird (Sponsor: Macmillan Education)	Copenhagen1
ELECTIVE SESSION 8		
1200 – 1300	Onboarding: sharing values through tiered interviews, peer support and mentoring Julie Wallis	Grand 1 & 2 & 3
	The Subtle Art of Unlearning Ian Brangan & Aidan O Shea	Grand 5
	Inbound Marketing Through the Language School Enrollment Journey Archie Pollock (Sponsor: Higher Education Marketing)	Copenhagen1
1300 – 1400	Lunch & Exhibition	

Saturday, 23 October 2021 — continued

Time	Programme	Room
ELECTIVE SESSION 9		
1400 — 1500	The Psychology of Assessment – Informing best practice through insights into positive psychology Alex Thorp	Grand 1 & 2 & 3
	Working Towards Excellence in Language Learning Susanna Dammann	Grand 5
	CX – Satisfaction is Not Good Enough Alex Cann	Copenhagen 2
ELECTIVE SESSION 10		
1505 — 1545	E-portfolios and Standards in the Language Classroom Nicholas Gossett	Grand 5
	Decision factors in booking an educational travel programme, pre and post pandemic Peter Lahiff	Grand 1 & 2 & 3
15.45—16.10	Coffee & Exhibition	
ELECTIVE SESSION 11		
1610 — 1650	Disruptive Innovation in English Language Assessment Ben Beaumont & Alex Thorp	Grand 1 & 2 & 3
	Question & Answer Plenary Follow-up Session Rhona Sharp	Grand 5
1655 — 1750	Closing Plenary: Creativity: What is it? Why should we bother? How do we do it? Alan Maley	Grand 1 & 2 & 3
1750 — 1755	Conference Closing	Grand 1 & 2 & 3
2000—	Dinner at Europa Hotel, Piano Restaurant (pre-booking required)	

Session details and speaker biographies

Day One: Thursday, 21 October 2021

0900 – 1600	Management training workshop	Room: Grand 1 & 2
Managing a complex teaching staffroom		

When you look around your staff room you may be fortunate enough to see a complex group: from those who began their careers years ago, through to some who are in their first job. There may be a wide range of experiences of different contexts and an array of competences and interests. This can bring its own issues and challenges, but it's also an opportunity. At the Eaquals workshop, we will explore how we can cater for the needs of all teachers in a multi-faceted workplace, and consider how we can make the most of this variety.

In doing so, we will take in areas such as:

- Analysing teacher life-cycles
- Identifying professional motivations
- Managing performance in a complex environment
- Supporting multidimensional professional development

Andy Hockley



Andy has delivered many training sessions for Eaquals previously and we are delighted to welcome him. Andy is a freelance educational management consultant and trainer based in deepest Transylvania. He has been involved in ELT for over 30 years, living in 11 countries and training and working in many more. He has been training managers for 20 years and has been coordinating and training on the IDLTM (International Diploma in Language Teaching Management) since its inception in 2001, and is the global lead trainer for the course, as well as being a tutor on NILE's MA in Professional Development for Language Education.

He is co-author of 'From Teacher to Manager' (CUP, 2008), 'Managing Education in the Digital Age' (The Round, 2014) and author of 'Educational Management' (Polirom, 2007), as well as co-author of the soon to be published "Managing Technological Change" (CUP 2022).

0900 – 1800	Inspector Professional Development	Room: Grand 4 & 5
Looking back and looking forward		Ludka Kotarska

We will report on developments, facts and figures covering the period from April 2019 till October 2021, and present plans for 2022.

An overview of the Eaquals Accreditation Portfolio:

- Inspection Scheme Version 7.2
- the Scheme for Higher Education Institutions
- the Scheme for Online Providers

**Sarah Aitken &
Justin Vollmer**

In this session we will present the rationale for the development of the Scheme for Higher Education Institutions and the Scheme for Online Providers. We will highlight the main differences between the new Schemes and Version 7.2.

The HEI Scheme: Evaluation of Academic Management	Ela Jarosz & Sue Sheerin
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This session will focus on the HEI Scheme, its Quality Standards and Detailed Criteria in the four Categories of Section B Academic Management: Course Design and Supporting Systems, Teaching and Learning, Assessment and Certification and Academic Resources. We will examine the process of applying Standards and Indicators and gathering evidence.

Version 7.2 standardisation session: assessment and grading of key categories **Angela Signorastri, Galya Mateva & Ute Arnold**

The purpose of this session is to promote consistency in the way inspectors evaluate particular Categories of the Scheme. We will explore a number of scenarios based on Version 7.2 of the Inspection Scheme covering Categories such as Quality Assurance and Teaching and Learning.

Planning and conducting inspections in ‘a new reality’ **Justin Vollmer & John Haagenzen**

The pandemic and its immediate aftermath have affected the way Eaqals inspections are carried out. Blended and online inspections have been introduced to ensure continuity of operation. In this session we will explore various inspection scenarios and take a closer look at the preparation process and coverage of the programme.

Inspector Forum – ‘Any Questions’

Questions will be collected during the Training Day and addressed at the Forum.

MEMBERS OF THE EAQUALS ACCREDITATION PANEL



Sarah Aitken



Ute Arnold



John Haagenzen



Ela Jarosz



Galya Mateva



Sue Sheerin



Angela Signorastri



Justin Vollmer

Day Two: Friday, 22 October 2021

0900 – 0925

Conference opening

Thom Kiddle, Chair of the Eaqals Board of Trustees
Presentation of Eaqals Teacher Award 2020
Announcing Scholarship Award Scheme Winners 2020

Room: Grand 1 & 2 & 3

0930 – 1030

Opening Plenary: Leading in times of Volatility

Dr Joanne Murphy

Room: Grand 1 & 2 & 3

This plenary examines the nature of management and leadership in conditions of volatility, uncertainty and risk. In doing so, it looks at some of our inherent assumptions about leadership and change and explores the behaviors and practices that help us lead when times get tough. In doing so, it conceptualizes leadership less as a role or a person and instead as a set of interactions between people at all levels. The plenary uses examples of those managing and leading through difficulty and uncertainty to explore the roles of people, networks, structures and symbolism in such circumstances and the lessons that managing at the extremes teaches us about everyday organisational practice.



Dr Joanne Murphy

Interim Director of the William J. Clinton Leadership Institute

Dr Murphy is the Interim Director of the William J. Clinton Leadership Institute and a Senior Lecturer in Queen's Management School. Her research explores leadership, change and organisational development in politically volatile environments. She has written extensively on policing, organisational change and conflict diplomacy.

Joanne holds a PhD from the School of Business, Trinity College, Dublin. She is a Fellow of the Senator George Mitchell Institute for the Study of Conflict Transformation and Social Justice (QUB) and Chair of the British Academy of Management's Organisational Transformation Change and Development Special Interest Group.

1100–11400

ELECTIVE SESSION 1

Introduction to Eaqals

Sarah Aitken

Room: Grand 5

This session will attempt to answer many of the questions commonly asked by those considering applying for Eaqals accreditation. What does the accreditation process involve apart from an inspection? How does Eaqals support applicant institutions? What standards are institutions expected to meet? What are the benefits of Eaqals accreditation?

We will look at a typical inspection programme and consider the different elements of the visit. We will focus on a specific area of the quality standards – the standards for academic management.



Sarah Aitken is an experienced inspector and a member of the Accreditation Panel, moderating Eaqals reports and overseeing the Inspection Scheme's standards. She has been involved in the recent review and update of the Scheme. Previously Sarah served for four years as Eaqals Executive Director and was responsible for advising and supporting language centres that apply to become Accredited Members of our Association.

Quality Accreditation, an Essential Strategic Option for Business Excellence

**Ludka Kotarska &
Klaudia Bednarova**
Room: Grand 5

We are confident that the products we use daily are safe to use, we can be reassured because there is a system in place, it is called ACCREDITATION. Whether it is at home, work or leisure there are products and services that must conform to global regulations and standards.

Accreditation demonstrated the competence, impartiality and capability of these organisations.

Business organisations in all sectors including education use accredited services, as they recognise the benefits that accreditation can provide such as an opportunity to compete on a level playing field with larger competitors either to gain new business or retain existing customers.

In this presentation, we will look on how to build credibility and advance the sales through EAQUALS accreditation.

Eaquals Focus: Discussion Groups

Room: Grand 1 & 2 & 3

Led by members of the Eaquals Board, the discussion groups will provide the opportunity for attendees to come together to reflect on the impact of the pandemic in both the medium and long term in their own context. The various discussion groups will be for teachers, trainers, academic managers and directors who will share experiences and insights on how they worked through the challenges and the innovations and solutions they found.

Resilience: What it means for Organizations, Teams and Individuals

Dr Joanne Murphy
Room: Grand 1 & 2 & 3

This session focuses on the concept of resilience and what this means at a personal, team and organisational level. Using an evidence based approach, participants are encouraged to think about what resilience means for them, how the idea of resilience has become a central narrative in organisational life and how resilience can be achieved within groups and teams. The session will then move on to discussions about organisational resilience, risk and decision making and how we build resilient organisations to better deliver on strategic objectives and absorb environmental shocks.

Dr Joanne Murphy
Interim Director of the William J. Clinton Leadership Institute

Dr Murphy is the Interim Director of the William J. Clinton Leadership Institute and a Senior Lecturer in Queen's Management School. Her research explores leadership, change and organisational development in politically volatile environments. She has written extensively on policing, organisational change and conflict diplomacy.

Joanne holds a PhD from the School of Business, Trinity College, Dublin. She is a Fellow of the Senator George Mitchell Institute for the Study of Conflict Transformation and Social Justice (QUB) and Chair of the British Academy of Management's Organisational Transformation Change and Development Special Interest Group.



Foreign language classrooms are complex and highly volatile environments, freighted with intellectual and emotional investment by all the participants. Much of the discussion of humanism in language teaching has centred on self-actualisation for the learner, while the teacher has been seen primarily as the agent who facilitates this process. Classroom research is a powerful instrument for teachers themselves to examine particular episodes of teaching and learning. Its investigative cycle of problematising, experimenting and reflecting can enable the teacher not only to be more fully conscious of what is happening in his/her classroom, but also to develop his/her relationship to the wider educational community. This talk will outline the principles and practice of classroom research, focusing particularly on its potential in terms of teacher development.

**Alan Pulverness**

A Director of TransformELT and Senior Consultant for NILE. Co-author of course books including the award-winning Macmillan Short Course Programme and The TKT Course. Has worked extensively on curriculum renewal, materials development, reader development and trainer training. Editor of IATEFL Conference Selections (2000-2004) and co-chair of the British Council Literature Conference (2002-2006).

 @alanp369

Attract the post-COVID wave of students with hybrid learning**David Coarsey**
Room: Copenhagen 1

As COVID restrictions lift live classes are resuming, but risks related to social distancing reducing classroom capacity, group and travel restrictions, and possible quarantine remain. Schools which successfully manage those risks are most likely to benefit as learners return.

Hybrid learning is a great solution, but it carries competitive challenges and introduces issues with quality management as teachers and students find new ways to work.

GEL is privileged to work with many of the top language education providers globally. In this presentation we will discuss approaches taken by clients to help manage hybrid environments and remote users. Our examples will be from our clients and GEL, but the lessons will be general and applicable to a broad audience.



David Coarsey is the founder and CEO of Guided e-Learning (GEL), industry leader in the provision of digital EFL education and quality management systems. GEL has a content partnership with Oxford University Press and supports organisations across the world including the British Council, ELS, and EC English. Because GEL works with a wide range of quality English language institutes, David has a unique and privileged view of digital trends in schools. david@gelnet.com

1445–1525**ELECTIVE SESSION 4****Putting the focus on learning****Gillian Davidson &
David Byrne**
Room: Grand 1 & 2 & 3

Have you walked away from a lesson knowing you had taught but unsure of what was learnt?

Have you watched a lesson and wondered what the students were learning?

Have you been in a lesson and wondered how this applied to your life?

Have you seen feedback being given and wondered what was actually received?

Perhaps this was because the focus was on teaching and not on learning. This session aims to redress the balance.

In this session we will review the latest research into effective learning and discuss the practical application of that research into the language classroom. We will look at how this can move the focus from 'what works' to 'what works best'.

We will show how we have incorporated these techniques into our new elective syllabus and our online courses and how it has informed our teacher training and support to enable a culture change.

Finally we will outline how we seek to evidence the impact of our changes through research and data collection.



Gillian Davidson is Academic Director of EC English, she taught in Slovakia, Indonesia, Russia and the UK as a teacher and a manager. She is a member of the Product Development team for EC English.

🐦 @lbuGil



David Byrne is the Curriculum Manager at EC. He's worked in EFL as both teacher and manager, in Spain, Korea and the UK, In his spare time he writes materials and a blog called Textploitation. He is a member of the Product Development team for EC English.

🐦 @textploitefl

Who's in Charge Around Here? Actually ... we all are: a new way to manage to fit the times?	Liam Brown Room: Grand 5
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This presentation discards some old ways of managing our LTO's in favour of some new paradigms: employee as investor; manager as steward and customer/student as partner. We will consider practical avenues to relate these propositions to our own current contexts and measure these with our own "see-touch-feel" barometer: is this the way we want or need to go? how far off are we with these new approaches and what can we do to get there?

We also make some strong connections between these emergent paradigms of management to similar changes in notions of leadership.

We will examine at the end what these changes mean for people - individuals as well as groups and teams. We will determine whether these changes are passing fads or will have lasting impact.



Liam Brown

Liam is a manager, trainer, writer and consultant focusing on business communication, collaborative learning, management and decision making. He designs and delivers intensive and "bitesize" soft skills learning programmes and management and staff "Awaydays" and works independently as Liam Brown Training with ELT and education institutions around the world.

Eaquals Frameworks: Current & Future	Lou McLaughlin with members of Academic Management Project Group Room: Copenhagen 2
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This session will provide an overview of the Eaquals frameworks, those which are current and those which are a work in progress. The initial framework was the Eaquals TD Framework which is a familiar tool for most in the language teaching sector. Drawing and building on this over the last two years is the Eaquals LAP (Language for Academic Purposes) Framework. This will be officially launched at conference and this session will provide a brief introduction to this. The session will then focus on the work being carried out by the Eaquals project group on the Academic Management Competences Framework. The group will provide a summary of work done to date, outline future plans and invite participants to consider being involved in a pilot study.

This session will present resources and tools developed by Educational Testing Service (ETS), which can assist instructors in developing and assessing their students' academic writing skills. The first part of the session will discuss the TOEFL iBT® test resources such as: writing rubrics, benchmark responses, sample test questions and sample test taker responses. These may help teachers reflect on their current approach to developing and assessing academic writing skills in the English for Academic Purposes (EAP) context. The participants of this presentation will also learn about the Writing Mentor®, a free Google Docs Add-on, which aims to support all learners with academic writing by providing feedback with the use of natural language processing (NLP) technologies. This tool may help teachers to guide their students to become more autonomous learners.



Arum Perwitasari holds a PhD in Linguistics from Leiden University and works as an Academic Relations Specialist at ETS Global, Netherlands. Her research interest includes speech recognition, second language acquisition and bilingualism. Arum is an experienced educator and a certified trainer for the TOEFL iBT® and Young Students Series workshops.

1600 – 1700

ELECTIVE SESSION 5

Language teachers and subject teachers: where's the common ground?

**Rod Bolitho &
Richard Rossner**
Room: Grand 1 & 2 & 3

This workshop will draw on our experience of researching and writing a recent book on language and languages in education. The experience offered new perspectives and raised many questions for us about the role languages play in education and whether teachers across the curriculum are well prepared for the complex task of helping learners and students of all subjects to develop the language and related intercultural competences they will need to reach their full potential in the world of work and personal life.

What is the relationship between the diverse kinds of language learning that takes place across school curricula? How does pre-service and in-service teacher education help teachers of different subjects to cope with these challenges? In mainstream education do teachers of different subjects and of languages collaborate to enhance language awareness and competence across subject boundaries? - these are some of the questions we would address with participants.



Rod Bolitho is a freelance ELT consultant and former Academic Director at NILE. He has co-authored books, including Continuing Professional Development 2018, (with Amol Padwad), and Language Education in a Changing World (with Richard Rossner).



Richard Rossner was a cofounder and a former Director and Chair of Equals. He is an author and a member of an ECML project team

The first customer revolution places the student/customer at the heart of everything we do. In this workshop, we will discuss how the second customer revolution involves putting the right internal customers (staff) first, and applying customer service models to the internal customer journey (recruitment, inductions, training, surveys). We will discuss research that indicates this approach benefits all stakeholders, including managers, teachers and students.

- This interactive workshop will help participants to:
- understand better the first and second customer revolutions
- provide a list of guiding principles regarding the second customer revolution
- plot the customer journeys of their teachers and
- consider ways in which they can improve the training and support given to teachers.



George Pickering is an educational coach, trainer and consultant, who has delivered talks and workshops in over 65 different countries. George is the academic director of the English UK Diploma in English Language Teaching Management (DELTm). He is a senior inspector of language schools for the British Council (Accreditation UK). He was a trustee of IATEFL for 12 years.

Eaquals Focus: Celebrating Eaquals at 30!

Room: Grand 1 & 2 & 3

Eaquals was founded 30 years ago in 1991 and we are looking forward to this session which will reflect on its growth and development over the last three decades.

We invite you to join us, take a seat, and take part in the conversation which will be hosted by Ludka Kotarska. Ludka, a previous Eaquals Chair, will interview some of our other previous Eaquals Chairs who will share some of their fondest memories of Eaquals through the years.

Make sure to follow all of our celebrations both at conference and throughout the year using #eaquals@30

Day Three: Saturday, 23 October 2021

0900 – 0955

Plenary: What's really changed? Exploring the impact of the pandemic on values-based decision making in higher education

Professor Rhona Sharpe
Room: Grand 1 & 2 & 3

Throughout the continued disruption brought about by the COVID-19 global pandemic, teachers and their managers have been making daily decisions about how best to mitigate the impact of the disruption for their students and colleagues. Decisions have been made rapidly in the context of a dynamic and prolonged emergency, demonstrating the capacity for higher education to be much more agile in its response than previously thought possible. Universities have been able to take decisions which have radically shaped how we conduct admissions, teaching and assessment.

Across all sectors of education, we have been making such decisions and this plenary offers a moment of reflection on decision making in times of crisis, drawing on a reflective diary kept by educational leaders from five different universities in the UK and Australia during 2020. Despite the constant challenges in education, it's important that we make time for reflection and use the understanding we gain to help decide what comes next. The questions I'm asked most are 'how much stays online?' and 'what should we do in-person?'. But are these the right questions?

In this talk we will explore the questions we have about the future of education and consider how we can make the decisions that are now needed. I will argue that the pandemic has made the things we value about education more visible, and that it is these values and principles which have shaped our educational approaches. As we start to look forward, perhaps what we should strive to retain is not online teaching per se, but a student-centred environment which better serves the needs of our learners. In order to do this, we will need to be mindful of how we collect and hear student voices, understand their needs and present them to leaders in ways which can inform their choices.



Professor Rhona Sharpe

Professor Rhona Sharpe was appointed Director of the Centre for Teaching and Learning in December 2019.

Rhona brings to Oxford a strong track record in online teaching, with over 20 years' experience underpinned by an academic approach and a body of research and development projects. She was previously Head of the Department of Technology Enhanced Learning at the University of Surrey, where she led the team in focusing on the development of technologically enabled approaches supporting the university's research-led teaching ethos. She has written, contributed to and co-edited a number of publications and journal articles in the field of digital education and educational leadership.

She is also an experienced transformation manager, having steered many projects throughout her career and has developed approaches which foreground student experiences and academic practices in order to lead to sustainable organisational change.

Rhona has maintained her teaching interests throughout her career and currently teaches on the MA in Open and Distance Education at the Open University. As well as chairing several working groups and involvement in professional bodies, she is often asked to speak at conferences and events exploring the themes of digital education, digital literacy and education.

Rhona is responsible for leading the development of a vision and long-term plan for the new Centre for Teaching and Learning which supports the collegiate University's commitments to provide an excellent, personal education for every student.

You can follow Rhona at:

Twitter: @rjsharpe

Research Gate: https://www.researchgate.net/profile/Rhona_Sharpe

1000 – 1040

ELECTIVE SESSION 6

English for Tourism in Georgia

Alan S. Mackenzie
Room: Grand 1 & 2 & 3

The vocational education system in Georgia is undergoing widespread reform. Spurred on by its European aspirations, there is now a stated national priority for English language speaking staff within the country, as well as internationally employable, mobile Georgians. Grounded in an in-depth situation analysis, I was commissioned to write a CEFR-linked Tourism syllabus at B1 and B2 with four sub-levels each. This is a move away from the 'General English' approach taken previously. The syllabuses include adapted CEFR can do statements organised by hospitality themes with specific real-life job-related product requirements. For each unit there is an associated project which can be used to structure learning. This presentation explains the process taken in syllabus development, the rationale for it, and the resources used. Participants are invited to discuss the final product, issues in curriculum and syllabus development, as well as consequences for teaching and teacher development.



Alan S. Mackenzie spent 25 years in Asia in teaching, training and project management. This year, as a Director of TransformELT, he has been involved in projects in Sri Lanka, Ukraine, West Africa, and France. He is a project designer, manager, and monitoring and evaluation specialist. He is module leader for the NILE MA module in Developing Autonomy.

[@alansmackenzie](#)

The future is plurilingual. Let's make teaching qualifications plurilingual too.

Ben Beaumont
Room: Grand 5

Popular ELT qualifications have long propagated the issue of native-speaker hegemony, using mono-linguistic assessment to judge international teaching. To counter these concerns, this talk will describe Trinity's collaborative work to create a new plurilingual, in-service teaching qualification, the Certificate for Practising Teachers (CertPT), which aims to move teacher training discourse beyond the native-speaker issue and embrace contextualised and plurilingual CPD.



Ben Beaumont is Head of TESOL Qualifications at Trinity College London and has an interest in developing pre and in-service support for teachers to help promote effective learning and teaching. Having moved between ELT and generic state sector teacher education roles, Ben is keen to help share best practice between sectors and support teacher development in general.

[@BenBeaumont9](#)

Probing the Principles of EAP Course Design

Conrad Heyns
Room: Copenhagen 2

This talk will focus on the process of how the English Language Centre at Goldsmiths, University of London defined its principles of course design in preparation for a BALEAP accreditation. The BALEAP Accreditation Scheme is a peer-review quality assurance and quality enhancement scheme.

As is quite often the case when an institution prepares for a new kind of accreditation, it forces course stakeholders to review what it is they are doing in the light of a set of carefully considered criteria focussed on best practice in the sector. What followed for us was a reflective process by which we questioned our beliefs about EAP and then how we retrospectively and collectively defined our four principles of course design.

In this talk I will outline the process we went through as a department, how it affected our final assessments in terms of constructive alignment and also what we needed to do to ensure that all our tutors were fundamentally on the same page as us in order to deliver the best possible and equitable student experience in terms of teaching and learning.



Conrad Heyns is the Director of the Language Centre at Goldsmiths, University of London. He is an Equals inspector, an IHWO inspector and the current Chair of the BALEAP Accreditation Scheme.

He is also a judge for the British Council ELTons and the English Speaking Union Duke of Edinburgh Awards.

He has particular interests in intercultural communication and the student experience in HE.

[@ConradinLondon](#)

1115—1155

ELECTIVE SESSION 7

Creative Writing for Students and Teachers

Alan Maley
Room: Grand 1 & 2 & 3

I will first set out my views on the nature of creative writing, and its potential advantages both for students and for teachers. These include significant gains in most language skills areas (not only writing), a greater sensitivity to nuances of language use, enhanced motivation, growth of self-awareness, self-esteem and confidence, development of a discovery orientation to learning and increased awareness and observation.

We will then explore together a number of simple, practical techniques for stimulating the creation of original and interesting texts. Contrary to popular belief, creative writing is not 'too difficult' in a foreign language. Neither is it a matter of 'letting it all hang out'. To the contrary, one of the great advantages of writing creatively is the need to work within constraints. Activities combining constraints and freedom of personal expression will be at the centre of this part of the workshop.



Alan Maley's career in English Language Teaching began with The British Council in 1962. He worked for the Council in Yugoslavia, Ghana, Italy, France, PR China and India over a period of 26 years. In 1988, he became Director-General of the Bell Educational Trust in Cambridge (1988-93). He then took up the post of Senior Fellow in the Department of English, National University of Singapore. His last full-time post was as Dean and Professor of the Institute for English Language Education, Assumption University, Bangkok, where he set up new MA programmes. Since retiring in 2004, he has occupied a number of visiting professorial posts at Leeds Metropolitan, Nottingham, Durham, Malaysia (UKM), Vietnam (OU-HCMC) and Germany (Universitat Augsburg).

He has published extensively and was series editor for the Oxford Resource Books for Teachers for over 20 years. He remains active as a speaker at national and international conferences. While at Bell, he was involved in the infancy of EAQUALS. He was a co-founder of The Extensive Reading Foundation, and of The C group: Creativity for Change in Language Education. He is a past-President of IATEFL, and was given the ELTons Lifetime Achievement Award in 2012.

Visible Thinking Routines in the English Language Classroom

Alex Warren
Room: Grand 5

The role of the teacher is multi-faceted – not only do we have the responsibility of developing our learners' language knowledge and skills, but also the cognitive, social and interpersonal skills they need to in order to be successful in school, work and life in the 21st century. Not least amongst these is the need to get our learners to start thinking for themselves and asking questions, rather than being spoon-fed. With examples from National Geographic Learning's Voices series, in this hands-on session I'll show how we can incorporate visible thinking routines into our lessons to not only develop our students' cognitive skills, but also to stimulate meaningful discussion involving all students.



Alex Warren is a DELTA trained teacher trainer with over 16 years' experience in ELT as a teacher, academic director and teacher trainer, working for National Geographic Learning. Alex has presented in over 35 countries on a wide range of ELT-related topics, all the while driven by his passion for developing teachers on a global scale and helping them to reach their true potential.

Green Standard Schools

Jonathan Dykes
Room: Copenhagen 2

This session is based on the following four assumptions:

1. Everyone is conscious of the need to lessen the impact of their business activities on the environment.
2. There are a number of schemes that accredit companies for implementing an environmentally responsible policy (e.g. EMAS, ISO 1400) but none of these have been designed with the language teaching industry in mind and most of them are either too costly to implement or too general.
3. All language schools (both study-abroad schools and local or community schools) are looking for ways to differentiate themselves from their competitors, to publicise their core values and attract more customers.
4. A new accreditation system designed specifically to help language schools lessen their impact on the environment would appeal to the vast majority of language schools for two main reasons: a) it would help lessen their impact on the environment and b) it would become a powerful new marketing tool as it would enable them to publicise their environmentally friendly credentials to all their potential and existing customers.



Jonathan Dykes has been working in the language teaching industry most of his professional life. He was the founder of a number of language schools (both physical and online) in various different countries and has been on the Board of IHWO for several years. He was also responsible for introducing an environmental policy in IH Barcelona 12 years ago, so has a good deal of experience in this area.

[@jonathandykes1](https://twitter.com/jonathandykes1)

Our ability to remember new language is greatly influenced by the way we process it. Information that is of particular importance to us will be processed at a deeper cognitive level, and the deeper the cognitive level at which information is processed, the more chance there is of remembering it. This practical session looks at how we can facilitate deeper processing through making language presentation and practice exercises and other classroom activities more engaging and meaningful by taking advantage of the students' own experience, interests, knowledge and opinions and drawing on this rather than simply 'going through the motions'. The session will be illustrated with activities from Macmillan's new course book series 'Language Hub'.



Jon Hird is based in Oxford, UK, where he divides his time between teaching English at the University of Oxford, teacher training and writing ELT materials. Jon has a particular interest in Grammar and EAP and has written and contributed to a number of grammar, resource and course books, recently co-authoring one level of the brand new course book series 'Language Hub'.

1200—1300
ELECTIVE SESSION 8
Onboarding: sharing values through tiered interviews, peer support and mentoring
Julie Wallis
 Room: Grand 1 & 2 & 3


In this workshop we will look at case studies of staff that had difficulty integrating and we will develop best practice for sharing values through scaffolded procedures. We ask you to share experience and contribute to a successful onboarding process through brainstorming and problem-solving to build on the best practice that we have been trialling.

Recruiting long term staff, whatever cultural or geographical background you work in, is difficult. We focus not the qualification and experience of applicants, but how to tap into emotional intelligence and share a deep-rooted understanding and accepting of the institutes' core values and ethos.

The process allows all staff to participate in a structured mentoring process, reinforcing the school's mission, values and quality standards whilst facilitating constructive relationships. We believe this will set up teaching staff for success as it builds empathy and facilitates ownership of the culture of the school. You will hear feedback from mentors and mentees that have been involved in the process.


Julie Wallis

As a school director Julie Wallis manages a permanent staff of 25 with a management team. She has extensive experience in leadership and management and has delivered workshops for Equals, AISLi, NILE, Pilgrims and Bell.


 @juliewallis21

The Subtle Art of Unlearning
**Ian Brangan &
Aidan O Shea**
 Room: Grand 5

The Subtle Art of Unlearning refers to the process where we can learn at a deeper level by reflecting on learning and enriching it with the experience we gain as a practitioner. Staff at an ELTO often take half truths and convenient teachable generalisations from initial training. However, as they gain more experience they need to reflect on their practice and engage in continuous professional development to better meet the needs of their ELTO's clients.



Ian Brangan is an Academic Director, ELT Consultant, Curricula & Materials Developer, QQI & Equals Inspector of Schools, TIE examiner, CELT Trainer.

 @ianbrangan



Aidan O Shea is Owner/Director of Operations at The Linguaviva Centre, Dublin. He has been involved in LTO management for 10+ years, across a range of positions. He is a DELTA tutor and IELTS examiner and his main passion is bringing the commercial and academic interests of LTOs together to the benefit of all stakeholders. Aidan has previously held operational positions overseeing 10+ centres across 4 countries and been involved with QA schemes in Ireland, UK and US. Aidan believes that strong Academic Management involves developing an awareness of all aspects of the business in order to help a manager make the best possible decisions.

Inbound Marketing Through the Language School Enrollment Journey

Archie Pollock
Room: Copenhagen 1

For language schools looking to attract more inquiries and bookings online, inbound marketing can prove to be a winning strategy. A multichannel approach that incorporates content marketing, SEO, social media, and email marketing, inbound helps institutions to cultivate strong connections with prospective students and gradually nurture them towards booking. From awareness right up to enrollment, this session will look at inbound best practices through the lens of the enrollment journey, providing schools with actionable strategies to use across each channel at every stage. The topics covered will include:

- SEO
- Content Marketing
- Social media marketing
- Email marketing
- Inbound marketing KPIs
- And more!



Archie Pollock

Archie Pollock has been working in the international education sector since 2009. He brings his sector experience to digital marketing through HEM's services in providing everything a school needs to recruit more students online. Google, Facebook, and HubSpot certified, Archie is a frequent presenter at conferences worldwide, helping industry stakeholders to make sense of the sometimes-complicated world of digital marketing. He is always open to discussing strategy and tactics with those interested in developing their digital presence.

[@eduwebmarketing](#)

1400—1500

ELECTIVE SESSION 9

The Psychology of Assessment – Informing best practice through insights into positive psychology

Alex Thorp
Room: Grand 1 & 2 & 3

Why do many learners feel alienated or intimidated by assessment, and what can I do about it? The answers are critical as they could have a direct and negative impact on learner performance, and they relate directly to psychology. A learner brings their whole self as a psychological entity to any classroom or assessment task, yet assessment practice is often driven by content and observed achievement, based on stimulus and anticipated response. This reflects outdated models of psychology and doesn't necessarily take learner psychology into consideration. Through exploration into insights into contemporary educational and positive psychology, the notion of psychological capital is explored, incorporating key themes of Hope, Efficacy, Resilience, and Optimism. Their practical application is covered, both through classroom activities and consideration of implications to assessment task design and delivery. The talk considers how engaging the 'whole' learner as a psychological being can enhance learning outcomes and help ascertain a truer measure of a learner's skills and abilities.



Alex Thorp is the Lead Academic, Language (Europe) at Trinity College London. He previously gained over 15 years' experience heading a teacher training department in the UK. With special interests in English Language assessment, CLIL, neurolinguistics and educational psychology, he publishes and presents the world over with the aim of supporting best practices in language teaching and testing.

[@AlexThorp1](#)

Using the Indicators of Compliance and of Excellence in Teaching and Learning, detailed in the Equals Inspection Manual, we will explore the philosophy of learner engagement and independence and offer a practical plan of action for teachers to follow whether in a face to face, hybrid, or on-line classroom. While the presentation and discussion will be in English we hope to draw on a variety of languages and learning situations.


This will be an interactive, dynamic session calling on the experiences and vision of all participants to explore a path towards excellence in learning for your students.



Susanna Dammann

I have been a member of the Equals 'family' since 2002 as a corporate (IHW) and then as an individual member. I managed the Equals Inspection Scheme and oversaw the revision of the Scheme for Version 7.1.

I am fascinated by the way language learning happens and how teachers can help it to happen.

 @SusannaD2

CX – Satisfaction is Not Good Enough

Alex Cann
Room: Copenhagen 2

Customer Experience (CX) is a growing trend and presents an exciting opportunity for language schools with a clear, customer-focused strategy to really stand out.

How can we ensure students, employees and agents feel personal connections with our schools, have great experiences at every touchpoint and remain loyal to our brands?

In this highly interactive workshop, we will explore current trends and statistics, share examples from game-changing businesses and discuss how these apply to international education.

The session will begin by defining what CX actually is and how it differs from Customer Service. We will then identify who our customers are and how to create consistent and memorable experiences for them.

CX impacts all areas of a business. We will discuss the role of emotional connections, employee engagement and professional development in a CX strategy, as well as the importance of capturing, and acting on, student and employee feedback in real time.

Experience is the key loyalty driver and emotions are becoming the most valuable currency.



Alex Cann has over 15 years' experience and a wealth of academic and management experience within ELT. During his time at a large school in Edinburgh, he introduced several innovative courses for young learners, including a ground-breaking coding and robotics course. He is currently Director of Young Learner Programmes at IH London and has also held Operations Director and Director of Customer Experience roles within the industry. Alex is passionate about staff development and organisational culture and strives to enhance the student experience at every stage of the journey. He was awarded Young Leader of the Year at the Edinburgh Chamber of Commerce Awards in 2019.


E-portfolios and Standards in the Language Classroom

Nicholas Gossett
Room: Grand 5

The move towards a proficiency-based student-centered classroom over the past three decades has caused many educators to rethink how we assess language learners. Modern problems require modern solutions, and a possible solution to the issue of language assessment is already in the hands of our language learners. This presentation examines the use of an e-portfolio platform with pre-loaded can-do statements to create an evidence-based self-assessment for a language class. The speaker will discuss how an e-portfolio can be used within a course curriculum to provide more spontaneous and authentic language evidence in order to move towards a more holistic approach to language assessment. He will provide steps for incorporating the e-portfolio in a class and steps for creating tasks to go with CEFR standards. Educators of all languages will find the information useful for their students.



Nick Gossett, PhD, is an Assistant Professor of Russian at the University of South Alabama where he is the Russian language program director, the Director of the Language Resource Center, and the coordinator for the minor in Applied Linguistics. He received his PhD from The University of Texas at Austin in Applied Linguistics. He has over a decade of experience in the field of language assessment.

 @kolyantexas

A successful school needs to develop an expertise in providing transport, accommodation, catering and tourism services, and operating effective health and safety protocols, in addition to being excellent at their core educational activity. Schools often feel frustrated by with enquiries that ask nothing about the quality of the lessons and focus instead on the softness of the beds, the content of the sandwiches and the walking distances to the school and their cleaning regime. Is this a case of non-experts underestimating the importance of the educational content of the programme, or is it a realistic assessment of the relative importance of these factors as part of a tourism product? This seminar is based on a series of surveys of Future Learning's clients, pre and post COVID, about the factors that influenced their choice of programme in order to gain an insight into client's decision making and learn how we can help them make an informed choice of programme.



Peter Lahiff is an experienced course designer, teacher trainer and academic manager who has worked in the English language teaching for 20 years. He is the founding Academic Director of Future Learning Language School and works on the development and management of technology enhanced summer language courses for young learners from all around the world which take place in Ireland and internationally.

🐦 @lahiffp; @flireland

1610—1655**ELECTIVE SESSION 11****Disruptive Innovation in English Language Assessment****Ben Beaumont &
Alex Thorp**
Room: Grand 1 & 2 & 3

The Covid-19 pandemic has accelerated change in the language assessment industry in an unpredictable way: through market adoption of pre-existing technological innovations. We are now in a second phase, in which some Examination Boards are taking the lead in bringing new solutions to a market that has become far more welcoming of and receptive to new things.

The purpose of innovation in the sector is to raise ACCESSIBILITY, SPEED and ROBUSTNESS, while continuing to put academic reliability first and retaining all the tangible elements which give maximum currency value to the qualifications.

We will look at the case of Trinity College London, who chose to lead the industry in innovation long ago, through the communicative nature of its tests, whom the pandemic caught with new delivery methods already in the pipeline, who rapidly and very successfully shifted from a face-to-face to a distance examination model, who is now about to launch to the market a set of disruptive innovations in communicative language assessment based on its strong academic principles, and who is also bringing to the table a whole new set of 21st Century teacher qualifications.

We will look at different ways in which this broad evolution is benefiting and will increasingly benefit the language schools' business, in particular through the important notion of predictive validity. Thanks to their washback impact, assessment and certification are the finest catalyst for introducing ground-breaking teaching methods, up-to-date contents and more efficient tools, proving to be a powerful driver bringing teachers and learners together on board of a long-due 21st Century journey in Education.



Ben Beaumont is Head of TESOL Qualifications at Trinity College London and has an interest in developing pre and in-service support for teachers to help promote effective learning and teaching. Having moved between ELT and generic state sector teacher education roles, Ben is keen to help share best practice between sectors and support teacher development in general.

🐦 &BenBeaumont9



Alex Thorp is the Lead Academic, Language (Europe) at Trinity College London. He previously gained over 15 years' experience heading a teacher training department in the UK. With special interests in English Language assessment, CLIL, neurolinguistics and educational psychology, he publishes and presents the world over with the aim of supporting best practices in language teaching and testing.

🐦 @AlexThorp1

Creativity is a widely-touted term and is generally regarded as ‘a good thing’, even if it is less often implemented than it is advocated. In this talk I shall first examine just what we might mean by Creativity. Creativity is a complex phenomenon involving a number of factors: newness/originality, immediacy, spontaneity, playfulness, wonder, inspiration, making connections, relevance, Flow, etc.

I shall then attempt to justify a greater degree of creativity in EFL teaching programmes. Language use and language learning are inherently creative processes. Creativity also tends to stimulate and motivate students and teachers. Creativity makes the difference between living fully and merely existing. And we need a degree of creativity to counter the prevailing culture of control and conformity in the educational system. In this connection I shall examine the enemies of creativity in our current context.

I will suggest a number of ways to implement creative practices in language teaching: through heuristics, re-exploration of old practices, ‘feeder fields’, and new emerging areas. However, creativity is not so much a major revolution. Rather, we should think of it as something which permeates everything we do, even in small ways. I shall argue for the importance of developing ‘spontaneity’ – the art of coping creatively with the unexpected – the small moment to moment decisions that matter most.



Alan Maley's career in English Language Teaching began with The British Council in 1962. He worked for the Council in Yugoslavia, Ghana, Italy, France, PR China and India over a period of 26 years. In 1988, he became Director-General of the Bell Educational Trust in Cambridge (1988-93). He then took up the post of Senior Fellow in the Department of English, National University of Singapore. His last full-time post was as Dean and Professor of the Institute for English Language Education, Assumption University, Bangkok, where he set up new MA programmes. Since retiring in 2004, he has occupied a number of visiting professorial posts at Leeds Metropolitan, Nottingham, Durham, Malaysia (UKM), Vietnam (OU-HCMC) and Germany (Universitat Augsburg).

He has published extensively and was series editor for the Oxford Resource Books for Teachers for over 20 years. He remains active as a speaker at national and international conferences. While at Bell, he was involved in the infancy of EAQUALS. He was a co-founder of The Extensive Reading Foundation, and of The C group: Creativity for Change in Language Education. He is a past-President of IATEFL, and was given the ELTons Lifetime Achievement Award in 2012.

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- National Geographic Learning
- Delta Publishing
- International House World Organisation
- Sensations English

We warmly acknowledge the part played by all the speakers and workshop leaders who are so willingly contributing their experience and expertise, and without whom there would be no conference.

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With headquarters in the Netherlands, ETS Global also has offices in France, Poland, Jordan, Turkey, Korea and China.

Trinity College London

www.trinitycollege.com



Established in 1875 and currently operating in over 60 countries worldwide, Trinity College London is an international exam board with a positive, supportive approach to assessment and development. Trinity awards qualifications in a range of communications-based subjects, including English language, teaching, communication skills, drama and music.

Trinity has been assessing English language proficiency since 1938 and its tests are widely recognised by universities and employers. Trinity's GESE and ISE Secure English Language Tests (SELTs) are accepted by the UK Visas and Immigration authority as evidence of English language proficiency.

Trinity's Teaching English to Speakers of Other Languages (TESOL) qualifications are recognised by the British Council and accepted for English language teaching posts around the world.

National Geographic Learning

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National Geographic Learning, is a leading provider of English Language Teaching materials for learners at kindergarten through to adult and academic education. Our unique partnerships with National Geographic and TED mean we can offer a unique range of authentic materials that can inspire and bring your classroom to life. For information on any of our titles, visit our website ELTNGL.com.

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Macmillan Education, now part of the Springer Nature group, is a global publisher with a local focus. We continue to invest in ground-breaking technology and ELT content development and are committed to producing innovative and integrated learning solutions. Our teachers and their students are at the heart of everything we do and we are devoted to supporting them and providing the inspiring and relevant high quality material they expect from us. Come and visit our stand to find out more and see samples of our products.

Higher Education Marketing

www.higher-education-marketing.com/



Higher Education Marketing (HEM) helps language schools build their brand and connect with targeted audiences online using customized digital marketing solutions. Leveraging a combination of inbound marketing, web development, social media and paid search expertise, HEM elevates the visibility of a school's web presence to generate leads and convert prospective students. Striving to meet the unique needs and objectives of each client, HEM's agile solutions are tracked, measured and shared at every stage with analytics to provide clients with full transparency and continuously improving returns on investment. HEM's comprehensive services include lead generation, content development, SEO, web design, social media marketing, PPC and international recruitment.

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- TestDaF (Test of German as a Foreign Language) is a worldwide offered high-stakes test officially recognised as a language entry exam at German Institutions of higher education for students from abroad.
- TestAS (Test for Academic Studies) is a standardised aptitude test for foreign students.
- onSET (Online Language Placement Test) is a web-based test based on the C-test principle for quick and precise assessment of general language proficiency.

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Benefits of Equals accreditation and membership

As an accredited member of Equals your organisation will receive a range of benefits to help it achieve and maintain the highest standards in language tuition.

- * Enhanced international recognition that comes with being a verified centre of excellence
- * A blueprint for future improvement and development
- * Opportunities to form local and international partnerships which open channels for promotion of courses to potential markets, leading to increased student numbers
- * Support to apply the principles and levels of the CEFR
- * Specialised staff training through access to online materials
- * Annual Training & Professional Development event for accredited members only
- * CPD recognition scheme available for staff of accredited members
- * Certificate of Achievement Scheme for accredited members
- * Annual Equals Teacher Award Scheme for accredited members
- * Equals Scholarship Programme for accredited and associate members
- * Free access to prepared Equals Training Webinars and input sessions for members
- * Access to recorded webinars in the members area of the website
- * Access to funding for local and regional training events organised by members themselves

An over-arching benefit, as an Equals accredited member, is enhanced international recognition and the market advantage which is constantly growing through:

- * Growth of Equals global network of language educators in over 33 countries
- * Increased brand recognition in more than 27 languages
- * Social media presence & promotion with a dedicated Communications Officer
- * Equals Annual International Conference provides the opportunity to connect with international media related to the sector e.g. EL Gazette, The PIE , Study Travel Magazine
- * Equals Annual International Conference hosts guest agents, runs an agent panel and provides an opportunity for members to develop relationships with agents.
- * Equals presence at international fairs and representation at events worldwide in a variety of contexts, which raises our profile and works to increase member visibility
- * 2018 PIEoneer Awards: Association of the Year - Winner

Interested in joining?

Membership is open to private or state organisations which are involved in the delivery of quality language services or are in some other way committed to the achievement of excellence in this area. There are different categories of membership: accredited, associate, individual.

How do I join?

At conference – speak to a member of the Eaquals Staff for details and to set up a meeting

After conference - contact info@eaquals.org to receive full information about the accreditation scheme. Before the first inspection we ask you to carry out an Eaquals self-assessment at your institution. There is also the option of a pre-inspection Advisory Visit and consultancy before inspection. You can download an Application form from the Eaquals website. Inspections normally take four months to organise.

For more information: www.eaquals.org