



## **Eaquals International Conference**

**11 – 13 April 2019**

**Madrid, Spain**

**Hotel Melia Barajas**

## Welcome from the Eaquals Chair



Dear Colleagues,

Welcome to the Eaquals Annual International Conference 2019.

I am delighted to welcome you to the wonderful city of Madrid and am very much looking forward to meeting you all over the course of the next few days at conference.

The Eaquals network is one which is renowned for sharing best practice, new ideas, knowledge and expertise from a myriad of viewpoints. The Eaquals Annual International Conference provides the unique opportunity for our network to come together, face-to-face, to discuss issues, ideas and innovations in the international education sector with colleagues, both old and new. We are grateful to all of you for your willingness to share openly your thoughts and views on language learning and teaching.

This year the conference focuses on five thematic strands: Language Teaching & Learning; Course Design, CEFR & Assessment; Staff Development; Leadership & Management and Business & Marketing Management. Our objective is to enhance understanding for all those involved in international education and strengthen our networks, both of which are crucial in an increasingly-competitive international educational environment.

As always, we would like to give a heartfelt thanks to our sponsors who make this conference possible - Pearson, Cambridge Assessment English, GEL Guided e-Learning, Higher Education Marketing, Macmillan Education, Oxford University Press, telc Language Test, Trinity College London, ETS Global, g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung, National Geographic Learning, Pavilion Publishing, Certify Assessment Solutions, IHWO (International House World Organisation), LanguageCert.

Thanks are also due to our local Eaquals Associate Member, British Council, and our local Eaquals Accredited Members, EF Madrid and IH Madrid. All members provided invaluable help and guidance in terms of practical arrangements for the conference and have also provided support in terms of being the knowledge on the ground.

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. Bienvenidos a Madrid!

Best wishes,

Justin Quinn  
Chair of Eaquals

## Programme overview

### Thursday 11 April 2019

0800 – 1700	<i>Registration</i>	
0900 – 1000	Inspector professional development – Session 1	
0930 – 1100	Management Training Workshop – Session 1	
1000 – 1100	Inspector professional development – Session 2	
1100 – 1130	Coffee & exhibition	
1130 – 1300	Inspector professional development – Session 3	
1130 – 1300	Management Training Workshop – Session 2	
1300 – 1415	Lunch & exhibition	
1400 – 1600	Inspector professional development – Session 4	
1415 – 1600	Management Training Workshop – Session 3	
1600 – 1630	Coffee & exhibition	
1630 – 1730	Inspector professional development – Session 5	
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 Loft39 (Meet in the lobby of Hotel Melia Barajas at 1920)	<i>Pre-booking required</i>

### Friday 12 April 2019

0645 –	#teameaquals run / walk	
0800 – 1300	Registration	
0900 – 0925	Conference opening	
0930 – 1030	Opening Plenary	
1030 – 1100	Coffee & exhibition	
1100 – 1240	Eaquals Annual General Meeting (Eaquals members only)	
1100 – 1240	Conference sessions (open to all)	
1240 – 1345	Lunch & exhibition	
1345 – 1520	Elective sessions	
1520 – 1550	Coffee & exhibition (#tweetup)	
1550 – 1805	Elective sessions	
2000 – 2400	Conference dinner & disco at La Posta Real (Meet in the lobby of Hotel Melia Barajas at 1930)	<i>Pre-booking required</i>

### Saturday 13 April 2019

0700 –	#teameaquals run / walk	
0900 – 0955	Plenary session	
1000 – 1030	Elective sessions	
1030 – 1100	Coffee & exhibition	
1100 – 1310	Elective sessions	
1310 – 1410	Lunch & exhibition	
1410 – 1550	Elective sessions	
1550 – 1630	Coffee & exhibition	
1630 – 1700	Elective sessions	
1705 – 1800	Closing Plenary	
1800 – 1815	Conference close	
2000	Social event at La Cocina de San Anton (Meet in the lobby of Hotel Melia Barajas at 1915)	<i>Pre-booking required</i>

## Are you new to Equals?

Is this your first time at an Equals conference? If so, we are very pleased to see you. Don't be shy about introducing yourself and asking for information from the Equals Officers, 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 Equals Board and Officers on page 41. Don't hesitate to approach us for information.

There are three **special events** 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 – Equals welcome reception

If you represent an Accredited Member or an Associate Member that has joined Equals since May 2018 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 Equals Trustees and Equals staff.

**Thursday 11 April, 18.45 – 19.45**

### Meet the Equals Trustees

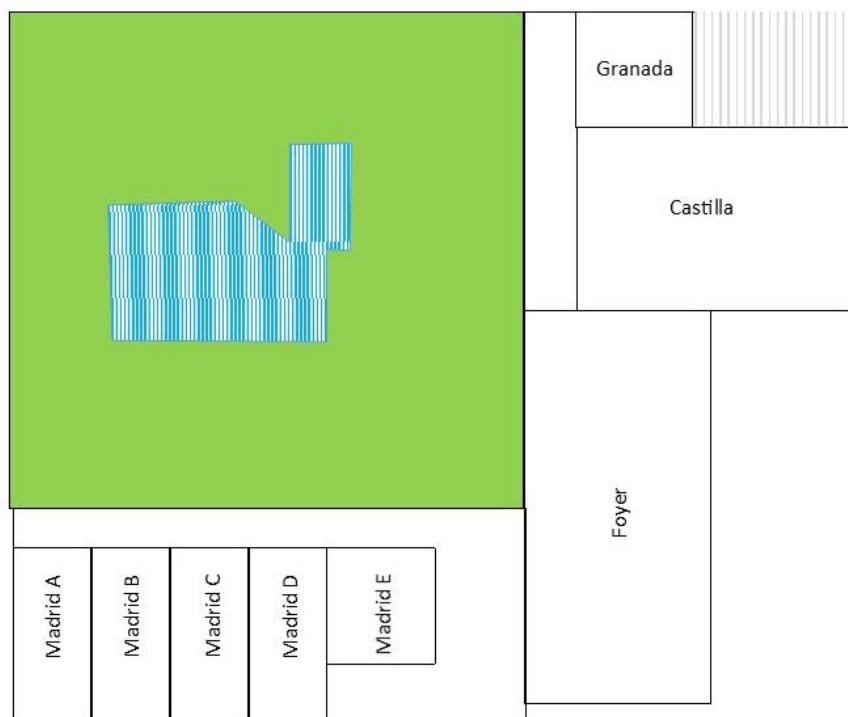
This session provides the opportunity for all conference participants to meet the Equals Trustees and find out more about the association itself as well as the benefits of becoming an Equals member. Members will also have the opportunity to speak to Trustees about their roles on the Equals Board and perhaps may even consider putting themselves forward for a position in the future.

**Friday 12 April, 14.20 – 14.50**

### Non-members who would like to find out more about Equals

If you would like to learn about Equals, its accreditation scheme, membership benefits and discuss how to become a member, you will find brief information on page 55. Speak to our registration staff to book a 15-minute individual meeting with one of our Equals Officers at the Meet Equals session.

## Floorplan



## Detailed Conference Programme

### Conference themes

The conference sessions on Friday and Saturday are organised around 6 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.

<b>A: Language Teaching &amp; Learning</b>
<b>B: Course design, CEFR &amp; Assessment</b>
<b>C: Leadership &amp; Management</b>
<b>D: Staff Development</b>
<b>E: Business &amp; Marketing Management</b>
<b>F: Spanish Strand</b>

Thursday, 11 April 2019			
0800 – 1700	<b>Registration</b>		
0930 – 1600	<b>Management Training Workshop</b> <i>Open to all</i> Room: Castilla	0900 – 1800	<b>Inspector professional development</b> <i>These sessions are <u>only</u> open to appointed Equals inspectors</i> Room: Granada
0930 – 1100	<b>Managing Performance Management</b> Maureen McGarvey	0900 – 1000	<b>Session 1: Looking back and looking forward</b> Ludka Kotarska
		1000 – 1100	<b>Session 2: Presentation of Version 7.2: standards and assessment criteria</b> Sarah Aitken & John Haagensen
1100 – 1130	Coffee & exhibition		
1130 – 1300	<b>Managing Performance Management</b> Maureen McGarvey	1130 – 1300	<b>Session 3: Workshop exploring Academic Management, Area B of Version 7.2</b> Sue Sheerin & Ela Jarosz
1300 – 1415	Lunch & exhibition		
1415 – 1600	<b>Managing Performance Management</b> Maureen McGarvey	1400 – 1600	<b>Session 4: Standardisation session: assessment and grading of the key areas of the Scheme</b> Binnie Hadjidimitrova, Martyn Ellis, Ute Arnold & Valérie Clochard
1600 – 1630	Coffee & exhibition		
1630 – 1845	Free time	1630 – 1730	<b>Session 5: What a Technology Enhanced Language Learning looks like in practice - a case study and exploration of good practice indicators</b> David Ganly and Peter Lahiff
		1730 – 1800	<b>Inspector Forum – ‘Any questions’</b> Chaired by Justin Vollmer
1845 – 1915	<b>Newcomers/sponsors closed welcome reception with the Board and Staff</b> Room: Madrid D		
2000 – 2230	<b>Dinner at Loft39 (pre-booking required)</b> (Meet in the lobby of Hotel Melia Barajas at 1920)		

<b>A: Language Teaching &amp; Learning</b>	<b>B: Course Design, CEFR &amp; Assessment</b>	<b>C: Leadership &amp; Management</b>	<b>D: Staff Development</b>	<b>E: Business &amp; Marketing Management</b>	<b>F: Spanish Strand</b>
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Friday, 12 April 2019			
0645 -	#teameaquals run / walk		
0800 – 1300	<b>Registration</b>		
09.00-09.25	<b>Conference opening</b> <b>Justin Quinn, Eaquals Chair</b> <b>Professor Fernando Galván OBE, University of Alcalá</b> <b>Mike Mayor, Pearson   Conference Platinum Sponsor</b>  Presentation of Eaquals Teacher Award 2019 Announcing Scholarship Award Scheme Winners 2019  Room: Castilla		
09.30-10.30	<b>Opening Plenary</b> <b>Herbert Puchta: Developing 21<sup>st</sup> century skills in English language teaching: Thinking skills, values and self-esteem</b>  Room: Castilla		
10.30-11.00	Coffee break & exhibition		
	<b>MEMBERS ONLY</b>	<b>NON-MEMBERS</b>	
	<b>Room: Castilla</b>	<b>Room: Madrid C</b>	<b>Room: Madrid D</b>
11.00-11.30	<b>Eaquals Annual General Meeting</b> (Eaquals members only)  <b>Chair Justin Quinn</b>	<b>Assessment of literacy difficulties in bilingual college students</b> Abdessattar Mahfoudhi & Prof. John Everatt	<b>Introduction to Eaquals</b> Justin Vollmer, presenting on behalf of Eaquals
11.35-12.05		<b>Quality Assurance within the NULTE Framework: Quality Assurance for university language tests</b> Cristina Perez-Guillot & Julia Zabala	<b>Burning issues in ELT: we asked the experts</b> Yordanka Kavalova
12.10-12.40		<b>Microblending: the effective use of technology in the language classroom</b> David Bish	<b>Professional development for teaching staff</b> Natasha Mason
12.40-13.45	Lunch & exhibition		

## Friday, 12 April 2019 continued

13.45-14.15	<b>Elective session 1</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Eaquals Academic Resource Pack: Technology Enhanced Learning. Presentation of materials.</b>  Michael Carrier, Peter Lahiff, Alicja Waligóra-Zblewska	<b>Teachers' Beliefs in Times of Shifting Paradigms</b>  Elisabeth Butler	<b>Outlining competencies and professional development for language teaching manager</b>  George Pickering	<b>Empowering Students: Creating self-assessors</b>  Hebatallah Morsy	<b>Measuring Digital Marketing Success through the Enrollment Journey</b>  Philippe Taza <i>Sponsor</i>
14.20-14.50	<b>Elective session 2</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>'Meet the Trustees' session</b>	<b>Embrace the Change</b>  Mirela Cristina Manea	<b>Developing life skills and learning through play</b>  Delia Kidd	<b>Some Soft Skills Make all the Difference</b>  Jan Groppe & Marina Groppe	<b>Rebellion or Revision? Teaching in an era of doubt</b>  Sean McDonald & Thom Jones <i>Sponsor</i>
14.50-15.20	<b>Elective session 3</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Experimenting with PBL in the 21<sup>st</sup> Century Classroom</b>  Khrystyna Tsentsova & Yuliia Kulyna	<b>Our Little Monsters - How language professionals need to think about their own language</b>  Andrew McNeish	<b>Revising Your Syllabus - Meeting Learners' Needs and Expectations</b>  Joanne Mitten	<b>The student perspective; learning from the learners</b>  Julie Anne Wallis & Aggie Chapman	<b>Changing Your Path: A Drama Integrated Approach</b>  Damla Şahin
15.20-15.50	Coffee break & exhibition (#tweetup in room Granada)				

Friday, 12 April 2019 continued					
15.50-16.20	<b>Elective session 4</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Use it or lose it: how to activate professional knowledge</b>  Kirsten Holt	<b>An 'all academic skills' language exam to prepare students for university</b>  Zoltan Rozgonyi	<b>The best of three competing English for Academic Purposes writing approaches: Product, Process or Genre Approach?</b>  Hatice Asvaroglu	<b>Assessing Listening skills: what, why and how</b>  Eaquals Assessment Group (Thom Kiddle, Sue Hackett)	<b>Adopting the GSE to improve curricula for Young Learners</b>  <i>Marija Pejatovic</i> <i>Sponsor</i>
16.25-16.55	<b>Elective session 5</b>				<b>Elective session 5</b>
	Room: Castilla	Room: Madrid D			Room: Madrid A
	<b>Peer Observation as a Collaborative Teacher Development Tool</b>  Selen Sirin Dulger	<b>C.A.R.E. Based Reflective Development - Not just a case study</b>  Niki Christodoulou			<b>Precision through adaptive testing: Designing the Oxford Test of English</b>  <i>Natasha Harriott</i> <i>Sponsor</i>
17.00 – 17.30	<b>Elective session 6</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Action research: overcoming the challenges!</b>  Aidan Holland	<b>Achieving Better Learner Outcomes through Understanding Different Learning Styles</b> Mehtap Özer Işović	<b>Online proctoring: forecast to develop more than ever before?</b>  Paul Bouniol	<b>Who Am I - Building Effective Brand Storytelling</b>  Sarah Mount	<b>Ideas for enhancing the assessment of speaking skills through technology</b>  <i>Joanna Wrzesinska</i> <i>Sponsor</i>
17.35 – 18.05	<b>Elective session 7</b>				<b>Elective session 7</b>
	Room: Castilla	Room: Madrid D	Room: Madrid C		Room: Madrid A
	<b>Teaching English to PhD candidates within the university context</b> Monika Stawicka	<b>Routes into teacher training</b>  Maria Heron & Thom Kiddle	<b>Towards a more effective performance management to increase quality</b> Ozlem Baykan		<b>Contextualised CPD: using video to develop teachers' 'Professional Vision'</b>  <i>Ben Beaumont</i> <i>Sponsor</i>
20.00 – 24.00	<b>Conference dinner &amp; disco at La Posta Real (pre-booking required)</b> (Meet in the lobby of Hotel Melia Barajas at 1930)				



Saturday, 13 April 2019					
0700 -	#teamequals run / walk				
09.00-09.55	<b>Plenary: Unpacking Management and Leadership</b> <b>Martin Fellenz</b>  Chair Justin Quinn Room: Castilla				
10.00-10.30	<b>Elective session 8</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Using the CEFR for course design and assessment? (HELP?!)</b>  Patrick Creed & Ciara NI Eochaidh	<b>Visiagora: An Innovative Distance Learning Experience and Pedagogical Approach</b>  Sébastien Pabst	<b>ECML Resources &amp; Projects</b>  Lou McLaughlin & Chris Farrell	<b>Consejos para liderar hacia el éxito que te harán sentir muy bien ; )</b>  Vicky Sanahuja Gimeno & Juan José Ruiz	<b>How authentic are you? Being versatile with video</b>  <i>Schuyler Hedstrom</i> <i>Sponsor</i>
10.30 – 11.00	Coffee break & exhibition				
11.00-12.00	<b>Elective session 9</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Using Competency Frameworks to Create Reflective Questions</b>  Chris Farrell	<b>Aiming High with Gifted Language Learners</b>  Sofija Ljiljak-Vukajlović	<b>Learning-focused interventions</b>  Silvana Richardson	<b>Becoming an Approved LanguageCert Test Centre: Benefits and opportunities for Quality Language Schools</b>  Frédéric Borne	<b>Aprendizaje basado en proyectos (ABP) en la enseñanza de ELE</b>  Ane Muñoz Varela
12.05-13.10	<b>Elective session 10</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Understanding and Engaging Millennials</b>  Sarah Zammit	<b>Taking Back Control of Technology</b>  Pamela Borg & Tiffany Borg	<b>The Power of the Image</b>  Alex Warren	<b>SACIC: un referencial para la profesionalización de centros de ELE</b>  Nuria Vaquero Ibarra	<b>Making teaching more impactful with the Pearson Efficacy Framework</b>  <i>Sarah Caton &amp; Mike Mayor</i> <i>Sponsor</i>
13.10-14.10	Lunch & exhibition				

## Saturday, 13 April 2019 continued

14.10-14.40	<b>Elective session 11</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>LAP Framework</b>  Tony Prince	<b>Perceptions of Students and Teachers on Self/Peer-Assessment and Validity</b>  Sefika Borucu	<b>Preparing learners for tomorrow's world: Developing executive brain functions</b>  Herbert Puchta	<b>Creating dialogue not debate: The power of advocacy and inquiry</b>  Martin Fellenz	<b>Certification, testing and the future of assessment</b>  <i>David Bradshaw</i> <i>Sponsor</i>
14.45-15.15	<b>Elective session 12</b>				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Developing an effective Teachers' Wellbeing Programme</b>  Leonor Marin & Susanna Gutierrez	<b>Insights into the Psychology of the Language Teacher and Learner</b>  Alex Thorp	<b>Developing PhD Humanities Students as Intercultural Trainers &amp; Pluricultural Mediators</b>  Victoria Safonova	<b>Español en España. Fedele: Calidad y Energía</b>  Encarnación Gutiérrez Lara & Emilia Molero Martín	<b>Differentiating your English courses through GEL's course book to course book mapping and business intelligence</b>  <i>David Coarsey</i> <i>Sponsor</i>
15.20-15.50			<b>Plenary Speakers Q&amp;A</b>	<b>Sonríe, te presentamos el Método Hispania : )</b>  Vicky Sanahuja Gimeno & Maria Palanca Climente & Alicia Ramos Castillo	<b>Going Beyond General English</b>  Peter Lahiff
15.50-16.30	Coffee break & exhibition				

Saturday, 13 April 2019 continued					
16.30-17.00	Elective session 13				
	Room: Castilla	Room: Madrid D	Room: Madrid C	Room: Madrid B	Room: Madrid A
	<b>Implementation of Blended Learning for Bilingual Higher Education in Thailand</b>  Wilaichitra Nilsawaddi	<b>Design Thinking in the classroom – new approaches for modern teaching and learning challenges</b>  Anika Bethan	<b>Feedback &amp; Reflection</b>  Led by the Eaquals Trustees	<b>Discussion Session with Spanish members</b>	<b>A case study of CEFR-influenced backward curriculum design approach</b>  Yvonne Hodnett & Suzanne Emmerson
17.05-18.00	<b>Closing Plenary: Developing effective Assessment for Learning</b> Gordon Stobart  Chair Nergis Uyan: Room: Castilla				
18.00-18.15	<b>Conference Closing</b>				
20.00 -	<b>Dinner at La Cocina de San Anton</b> ( <i>pre-booking required</i> ) (Meet in the lobby of Hotel Melia Barajas at 1915)				

## Session details and speaker biographies

**Day One: Thursday 11 April 2019**

**0930 – 1600: Management training workshop**

**Room: Castilla**

### **Managing Performance Management:**

Managing performance is something many academic managers find extremely tricky. We either shy away from managing poor performance until it's almost too late, or we neglect to manage acceptable performance to take it to the next level. In the management training day, we will:

- Consider our own organisations in terms of their structure and culture, and consider which management style is most appropriate/the best 'fit'
- Consider and discuss small-scale research about what academic staff want and expect from their line managers
- Examine some authentic Case Studies related to performance management issues and explore possible approaches we might take to tackling these
- Attempt to draw up some 'Golden Rules' for performance management in our organisations.

Participants will be asked to come to the training day with a real- life performance management issue they have and be prepared to share this with colleagues. Anonymity is assured and confidentiality will be respected.

### **Maureen McGarvey**



I am Programme Manager eLearning at IH London. I have been involved in online training and management training for the past 15 years, running a range of distance, face to face, and online training programmes for academic managers I wrote the management module for the MSc in TESOL previously offered by Aston University, and was subject tutor and dissertation supervisor for that module for several years. I have also tutored the management module for the MA in TESOL offered by Westminster University. I am a frequent conference speaker on topics related to academic management and online training.

I have worked in ELT for longer than I care to remember (!) and have worked in the UK, Spain and Hungary as well as on short training contracts in other locations. I have been a committee member of the Leadership and Management Special Interest Group for IATEFL, and am Chair of the IATEFL Scholarship Committee, responsible for managing the IATEFL scholarship scheme. I line manage 7 academic staff in IH London and also manage a team of up to 6 online tutors working remotely in a variety of locations. I live in North London with my daughter and our dog. I have a guilty addiction to reality TV programmes.

**Session 1: Looking back and looking forward****Ludka Kotarska**

In this session we will report on the work done in 2018, present fact and figures for 2018 and developments planned for 2019.

**Session 2: Presentation of Version 7.2: standards and assessment criteria****Sarah Aitken &  
John Haagenen**

In this session we will present a revised structure of the Scheme and its Quality Standards and Detailed Criteria and we will consider their practical application.

**Session 3: Workshop exploring Academic Management, Area B of Version 7.2****Sue Sheerin & Ela Jarosz**

We will take a closer look at the Quality Standards and the Indicators of Compliance in Section B Academic Management to discuss their implication for coherent course design and aligned assessment in order to define scenarios which meet Equals standards.

**Session 4: Standardisation session: assessment and grading of the key areas of the Scheme****Binnie Hadjidimitrova,  
Martyn Ellis, Ute Arnold,  
Valérie Clochard**

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 real situations with regard to crucial areas of the Scheme such as Management, Course Design and Delivery, Teaching and Learning, Assessment and Certification.

**Session 5: What a Technology Enhanced Language Learning looks like in practice  
- a case study and exploration of good practice indicators****David Ganly &  
Peter Lahiff**

The founders of Future Learning Language School will describe how they put the concept of Technology Enhanced Language Learning (TELL) into practice and what they have had to put in place in order to make it work effectively for their students. The following areas will be covered:

- appropriate use of technology to enhance language learning
- selecting, maintaining and trouble-shooting the technology
- defining acceptable use for everyone involved
- devising technology enhanced learning activities
- changing the role of the teacher in the technology enhanced classroom
- enhancing the monitoring of progress and assessment of achievement
- the challenge of describing TELL to agents and students

This will then be the starting point for a discussion about generalising good practice indicators from this particular case study.

**Inspector Forum – ‘Any Questions’****Chaired by Justin  
Vollmer****The Equals Accreditation Panel****Sarah Aitken****Ute Arnold****Valérie Clochard****Martyn Ellis****Binnie Hadjidimitrova****Ela Jarosz****Sue Sheerin****Justin Vollmer**

## Day Two: Friday 12 April 2019

0900 – 0925

Conference opening

Castilla

Justin Quinn, Equals Chair

Professor Fernando Galván OBE, University of Alcalá

Mike Mayor, Pearson | Conference Platinum Sponsor

Presentation of Equals Teacher Award 2019

Announcing Scholarship Award Scheme Winners 2019

0930 – 1030

Opening Plenary:

**Developing 21<sup>st</sup> century skills in English language teaching: Thinking skills, values and self-esteem**

Herbert Puchta

Castilla

Today's young people are growing up into an ever-changing and unpredictable world. As educators we need to respond to this by equipping students with the skills required to face those challenges. One of the most important assets to be developed is critical thinking, as it enables people to assess new information, understand unexpected challenges, think 'outside the box', make decisions, solve problems and evaluate their own performance – in other words, to develop tools for lifelong learning. In this session, Herbert demonstrates how we can enrich teenagers' language learning through developing 21<sup>st</sup> century skills sets, exploring healthy value systems and developing their self-esteem.



**Dr Herbert Puchta** is a writer of course books and resource books. He has been a plenary speaker at numerous international conferences and has conducted workshops and given seminars in more than 50 countries. For almost three decades, he has carried out research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language.

1100 – 1130

**Assessment of literacy difficulties in bilingual college students**

Abdessattar Mahfoudhi &

Prof. John Everatt

Madrid C

Language-based difficulties such as dyslexia are often difficult to diagnose in bilingual individuals because it is not always clear whether the difficulties are language-specific or are due to an underlying deficit in both languages that is characteristic of a learning difficulty. This assessment is essential because many students reach university without being diagnosed with a learning difficulty. The assessment allows students to identify their strengths and needs and to have access to necessary academic support now available in many colleges. This presentation will report on the process of developing an online bilingual battery of language and literacy tests for Arabic-English university students and presents the results for the norming of the Arabic version. The presentation will also present the research evidence behind the choice of the tests that were included. It will also give suggestions about how such assessments can be used to support the learning experiences of students who use English for academic purposes.



**Abdessattar Mahfoudhi** I am associate professor and head of English language department. I have over 20 years of teaching experience in EFL and ESL contexts. I have published numerous articles and books in the area of language and literacy acquisition and teaching.



**John Everatt** is a Professor of Education at the University of Canterbury, New Zealand. He has lectured around the world, including in NZ, the UK and the middle-east. His research focuses on literacy acquisition and developmental learning difficulties, including literacy skills among those from a second/additional language background, and whether the characteristics of different scripts/orthographies might lead to variations in learning/acquisition.

1100 – 1130

### Introduction to Eaquals

Justin Vollmer, presenting on  
behalf of Eaquals

Madrid D

The session provides an introductory insight into Eaquals. Participants will learn about what Eaquals does as an association: accreditation, training, consultancy and support as well as learn about membership and global network. The benefits of becoming part of the #Eaqualsfamily will be highlighted and discussed.



**Justin Vollmer**, presenting on behalf of Eaquals

1135 – 1205

### Quality Assurance within the NULTE Framework: Quality Assurance for university language tests

Cristina Perez-Guillot &  
Julia Zabala

Madrid C

NULTE is a Network of University Language Testers in Europe created under the umbrella of CercleS (European Confederation of Language Centres in Higher Education). It is a group of language test providers at European universities, which have developed their individual language testing systems at national level and who strive for stronger co-operation and mutual recognition in HE. It comprises the following certification systems: ACERT (PL), CertAcles (ES), CLES (FR), UNICert® (DE), UNICert®LUCE (SK/CZ), UNILANG (UK).

The aims of the network are:

- developing a quality framework with common standards in assessment in HE
- setting standards in recognising equivalence in qualifications
- contributing to language assessment literacy and to the expertise in developing tests
- contributing to the improvement of language teaching and learning

NULTE intends to contribute to the European Higher Education Area by promoting the mutual recognition of language certificates in HE to facilitate student and staff mobility and encourage employability and career opportunities.



**Cristina Perez-Guillot** Senior Lecturer of Business English at the Universitat Politècnica de València (UPV), Department of Applied Linguistics. Head of the UPV Language Centre (Spain) and President of ACLES (Spanish Association of Language Centres in Higher Education). Research areas: Language Testing, Corpus Analysis



**Julia Zabala** is a Language Advisor at the Language Centre of the Universitat Politècnica de València and coordinator of standardized exams, test development and staff training.

1135 - 1205

### Burning issues in ELT: we asked the experts

Yordanka Kavalova

Madrid D

Oxford University Press brings together a panel of academics and practitioners in ELT to provide evidence-based advice on the burning issues influencing education today.

Over the past year, this ELT's Expert Panel has collaborated in creating recommendations on a variety of topics that educators have brought to us. The themes have included inclusive practices, the role of the first language in English Medium Instruction, teaching with phonics, and assessment for learning. The initiative aims to create a virtuous circle: listening to the ELT community via multiple platforms, identifying themes in which educators are searching for guidance, and working with ELT experts to provide practical and relevant advice based on latest research. Join us for an overview of this initiative and some of the key findings of the released papers. We'll conclude with an open discussion inviting the opinions of the audience on upcoming issues that are defining the language classroom.



**Yordanka Kavalova** is the publisher for Professional Development at OUP ELT. She's worked in educational publishing for over 12 years and has led a number of international projects for schools and higher-education. Yordanka also heads up the Expert Panel initiative at OUP ELT. Previous to that, she was a corpus linguistic researcher at University College London and holds an MPhil in Modern English.



**1210 - 1240****Microblending: the effective use of technology in the language classroom****David Bish**  
Madrid C

Does use of technology sometimes take over the teaching in your institution? Do you find time and resources are being wasted? I think I have some hope for you.

CALL, Blended Learning and the even the flipped classroom are pretty clunky applications of technology often based on assumptions about teachers and technology that don't really hold true in a classroom context.

Maybe what is really happening in classrooms is something more subtle and more exciting.

In my work with teachers around the globe I see an emerging pedagogy of microblending where teachers and their students drive the selection and use of appropriate technology in completing non-technology focused tasks. Instead the focus is on learning, interaction and the social aspects of language acquisition.

In this session I will advance a theoretical justification for microblending, give some practical examples and show how, when teachers and institutions align on microblending, it can liberate and energise use of technology in the classroom for more effective language learning outcomes.




**Dr David Bish**, Director of Academic Management at EF Education First, leading curriculum for younger learners has been a teacher, teacher trainer, materials designer and Academic Manager. David has a keen interest in computers in teaching, his teams having twice been shortlisted for British Council ELTons awards in innovation in language teaching. Beyond teaching his passion is for mountains.

**1210 - 1240****Professional development for teaching staff****Natasha Mason**  
Madrid D

Most professional careers have a defined career path but this is somewhat lacking in the language teaching sector. There is usually the position of teacher and, if you are lucky, you eventually secure a converted position of Director of Studies. We wanted to harness the knowledge and experience of our more senior teachers and help them evolve skills that are not often taught to teachers such as leadership, mentoring, understanding of the business as a whole, training etc. We created 4 new roles within our company and asked our teachers (with relevant experience) to apply for these promotions. We now have Lead teachers for Communication, On-boarding, Level testing and Professional development. During this presentation we will present the benefits of these roles, how they have increased our retention rate, quality of language provision, student satisfaction and integrated our teaching team with the administration departments. We believe this is a sustainable and achievable model for many language schools as the investment is minimal in comparison with the outstanding results.



**Natasha Mason** I am the Co-Owner of LETS Education. We have a teacher training (TtMadrid) arm to our company as well as Instituto Cervantes accredited Spanish school (LAEMadrid). I manage our team of 50 plus staff and run a professional networking group and free mentoring for women who want to start their own businesses. I am passionate about language learning and professional development.

 @ laemadrid

**1345 - 1415 Elective session 1****Eaquals Academic Resource Pack: Technology Enhanced Learning. Presentation of materials.****Michael Carrier, Peter Lahiff, Gigi Saurer, Alicja Waligóra-Zblewska**  
Castilla

This session will serve as a "How to..." in relation to the handbook of materials that have been developed by the Eaquals 2018/2019 Project Group. This group examined the area of technology enhanced learning and have put together a series of training sessions that can be used by academic managers, DOSes, and teacher trainers in this area.



**Michael Carrier** Michael Carrier is managing director of Highdale Consulting and consults for educational organisations and lectures worldwide.

He has worked in language education for 40 years as a teacher, trainer, author, and director. He has an MA in Applied Linguistics and an MBA, engaging in both the academic and management aspects of ELT.

He was formerly Director, English Language Innovation at the British Council in London, CEO of the International House World schools network and Executive Director of Eurocentres USA. His focus is teacher development, intercultural awareness, and digital technology in education. He has published many articles and textbooks, & recently co-edited 'Digital Language Learning' (Routledge 2017).


He is on the boards of TIRF, ICC, International Students House, mEducation Alliance, and is a Fellow of the Royal Society of Arts.

He is also Chair of the UK Government's ELT Working Group and a member of the British Council's ELT Advisory Group (ELAG).





**Peter Lahiff** is an experienced course designer, teacher trainer and academic manager who has worked in English Language Teacher for nearly 20 years. He is Academic Director of Future Learning, which he helped to found and where he develops and implements innovative technology enhanced language courses for young learners from 11-17.

 @lahiffp @flireland



**Gigi Saurer** has been teaching English to adults, for over 28 years. She is currently working on national projects at the Coordination Office of the Migros Club Schools.



**Alicja Waligóra-Zblewska** is Director at JCJ (Jagiellonian Language Centre, Jagiellonian University in Kraków). She has almost 30 years' experience in language teaching.

## Teachers' Beliefs in Times of Shifting Paradigms

**Elisabeth Butler**

Madrid D

My session presents the findings from a recent study conducted with teachers of Modern Foreign Languages in Ireland in the context of curricular reform which aims to move from a teacher-led, content driven syllabus to a learner-centred syllabus which is broadly aligned to the A1/A2 band of the CEFR. Findings from this study demonstrate a strong correlation between teachers' beliefs about how languages are learned and their approach to teaching and their attitudes towards reform.

My data show that teachers' beliefs are complex and dynamic and need to be questioned as a form of professional development.



**Elisabeth Butler** I am a language teacher and teacher trainer in Ireland, currently working for a national support service which has been charged with implementing a wide-ranging curricular reform. I have recently completed an M. A. in Applied Linguistics at the University of Birmingham. My research interests include teacher beliefs, learner autonomy, task-supported language teaching and co-operative learning.

 @ElisabethButIer

## Outlining competencies and professional development for language teaching manager

**George Pickering**

Madrid C

Equalls and others have pioneered the devising of competencies and professional development frameworks for language teachers and educators, but what about managers?

In this talk I will outline:

- a set of management competencies relevant to language teaching organisations (LTOs)
- a CPD framework for managers
- an inventory of management development opportunities and evidence concerning their use and effectiveness.

The competencies and frameworks presented will be based on my own research conducted within the language teaching sector and wider research.



**George Pickering** is an educational coach, consultant and trainer who has worked in over 65 countries. He is the academic director of the English UK DELTM (Diploma in English Language Teaching Management) and works on other management courses.

George is a British Council inspector (Accreditation UK) and was a director of IATEFL for 12 years.

### Empowering Students: Creating self-assessors

**Hebatallah Morsy**

Madrid B

Students usually depend fully on the teacher's set of skills or information when it comes to assessment. It is rare to find a student who is capable of self-assessing him/herself. The presenter is going to demonstrate some tools and methods that might be used in our day-to-day teaching to empower students to become self-assessors. The tools are categorized to cover all four skills of the English Language and communicative functions.



**Hebatallah Morsy** has been an English instructor since graduating in 2005. She enjoys working with people and have dealt with diverse background students. She enjoys engaging in teachers communities and is keen to implement technology in her classroom.

### Measuring Digital Marketing Success through the Enrollment Journey

**Philippe Taza**

Madrid A

Digital marketing has become increasingly important to language schools, helping them to increase their direct inquiries and applications, expand into new markets and regions, and develop more sustainable and cost-effective recruitment strategies. Much of its power lies in its measurability, with every aspect of your campaigns capable of being evaluated through tangible KPIs.

Taking you through each stage of the enrollment journey, this session will demonstrate which data sources and key metrics language schools should be evaluating at every point in the funnel, from initial inquiries to bookings, right up to enrollment. Offering insights into Google Analytics, CRM reporting, social media analytics tools, advertising KPIs, and more, participants will learn to create digital marketing campaigns that are truly data driven, measurable and actionable.



**Philippe Taza** As the CEO of Higher Education Marketing, Philippe provides digital marketing solutions in over 14 different languages for a number of language schools across the globe. His company's specialised services include SEO, paid advertising campaigns, content development, social media marketing, analytics management, CRM technology, and more.

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

## 1420 – 1450 Elective session 2

### Embrace the Change

**Mirela Cristina Manea**

Madrid D

Why do we still need a CPD unit? How can we make it functional and effective? This engaging presentation discusses how you can answer these questions by better assessing your own teaching and professional development context and by providing real case-studies in disfavoured areas, such as Gaziantep, Turkey located near the Syrian border.

Planning ELT's professional development programs should start from the needs and outcomes of direct beneficiaries, teachers as well as indirect beneficiaries, students. The literature in the field suggests that the main factor that guides the benefit from professional development is students' outcomes. Professional development planners and trainers should put this as a main principle before designing a program. Teachers are the ones who will tell through feedback that the program would work or not. Briefly, at GKV, teachers involved in action research groups and peer observations benefited from CPD more than the usual groups. It has also been demonstrated that teachers shouldn't be afraid to take risks so as to educate more autonomous students.



**Cristina Manea Gultekin** is the Director of FL at Gaziantep College Foundation and a teacher educator. She holds a BA and an MA in TESOL and worked as Academic Vice-Director of SFL at Hasan Kalyoncu University. She also holds the Pilgrims teacher trainer certificate and is committed to research processes and practices through which professional development is implemented and developed continuously.

## Developing life skills and learning through play

**Delia Kidd**  
Madrid C

We know from extensive research that play benefits humans throughout childhood and beyond, helping to develop important life skills such as collaboration, communication and critical thinking. This talks centres on the value of play in learning and development and asks the question: how can we make provision for it in the primary ELT classroom?



**Delia Kidd** is ELT Research Manager at Cambridge University Press. She manages research projects relating to primary and secondary education in ELT. Delia has a background in editorial for ELT materials, as well as several years as an EFL teacher and materials developer.

## Some Soft Skills Make all the Difference

**Jan Groppe & Marina Groppe**  
Madrid B

The purpose of this presentation is to invite Language Teaching Professionals to see BEYOND the mere language teaching - learning process and appreciate SOFT SKILLS as the indispensable complement to HARD SKILLS. Embedding SOFT SKILLS into the language teaching - learning process is a challenge for Language Teaching Professionals, who are committed to help students succeed in the Global Business and Working Environment.

This presentation makes special emphasis on SOFT SKILLS that generate TRUST and open doors & opportunities.



**Marina Groppe** Academic Director at GROPE - School of English since 1983



**Jan Groppe** Principal at GROPE - School of English since 1983.

## Rebellion or Revision? Teaching in an era of doubt

**Sean McDonald & Thom Jones**  
Madrid A

Politics or pronunciation? We live in a time when things are shifting rapidly the certainties of yesterday are all up for negotiation. How do we help our students navigate that? Should we try? What is our role or responsibility as educators? Assessors? Should we restrict ourselves to our subject? Do we have any right to impose our beliefs or views of the world on our students? Should high stakes exams be about language or culture? Is integration optional? When does integration become forced assimilation?

We feel that language allows you to participate in society. Learning a language opens doors. We try to promote transparent language testing which gives test takers an opportunity to show us what they "CAN DO" and not what they can't. Above all, it is communicative - which is in itself very democratic. We are saying that everybody should be part of the conversation - and to do that you have to have the proper tools.

At what point is 'critical thinking' cultural imperialism? How far does sharing an opinion go before it becomes indoctrination? Why are we right?

We will look at activities that can promote thinking, and how to ask questions, without providing answers.

It will be interactive, there will be workshop elements and learning and doing...there will be NO communal singing.



**Sean McDonald** is the head of English Assessment at telc - language tests, with over 20 years' experience in language testing. He has worked for telc - Language Tests since 2012 and has been a teacher of German and English since 1992.

Originally from California, he studied at the University of Washington where he pioneered online language learning, developing early computer-aided language learning tools and technology for the UW Language Learning Lab, and the first Moodle-based hybrid language courses. In 2000 he went to Munich, Germany to develop the Interaktive Sprachreise in five languages for Digital Publishing GmbH. Before moving to Frankfurt, he worked for the German Ministry of Defense, at the Bundessprachenamt. There he developed a training program and assessment program for pilots at the German Air Force Officers Academy. His passions include educational technology, particularly for language teaching.



**Thom Jones** has lived in more than a dozen countries and delivered training in over 70. Having been a truly useless student (and proving it frequently by failing all the exams he was set) he started his professional life as a waiter before going into teaching, then management, before going freelance. Formerly part of the senior executive at Embassy CES before becoming Director of Operations USA for Studygroup he returned to the UK to work with Trinity College London and now works with a variety of organisations on a wide variety of projects. He now runs his own company: Brock Solutions Agency. He presents regularly around the world on a range of topics and is a guest lecturer at four universities. He is also a freelance trainer in business and management. He is a consultant for telc.

Ten years ago he cycled from the UK to Turkey, travelling through 11 countries.

## 1450 - 1520 Elective session 3

### Experimenting with PBL in the 21<sup>st</sup> Century Classroom

**Khrystyna Tsentsova & Yuliia Kulyna**

Castilla

Benefits of teamwork and cooperative learning skills are unquestionable. Teenage students often get discouraged by hearing the word "project", though. This session is an attempt to put PBL into twenty-first-century perspective by designing a booklet filled up with practical activities appealing to students' interests.

The participants will be presented with an attempt to experiment with PBL at our language centre and the effect it had on both the students' progress and motivation.

A variety of projects including those with minimum resources to more sophisticated ones are going to be described and demonstrated. All of them aim to build 21-century skills such as critical thinking, problem solving, communication, collaboration and creativity.

We will focus on the developmental stages of the projects, ready-to-use project ideas as well as strategies to create the teachers' own projects.

By the end of the presentation, the audience will get a survival toolkit of PBL in 21<sup>st</sup> century



#### Khrystyna Tsentsova

I have been teaching English in different contexts since 2012. Also, while studying at East Normal University in Shanghai I was teaching English at Language Schools. I hold CELTA and DELTA. Since 2015 I have been working for OLSC both as a teacher and an academic manager. In 2016 I became a PTE General and Young Learner Assessor.



#### Yuliia Kulyna

I am an ELT enthusiast and a continuous development adept, having been in Teaching and Training for about 20 years in a variety of contexts. I hold an MA in Linguistics and Teaching. I am currently working for OLSC, both as a teacher and an academic manager in charge of in-service teacher training, human resources management, quality control, academic consultations, curriculum and courses design.

### Our Little Monsters - How language professionals need to think about their own language

**Andrew McNeish**

Madrid D

Our little monsters! So, we need to talk about Kevin. In the staffroom there are always inappropriate comments made but perhaps surprisingly the way we speak to parents and the students themselves can leave a lot to be desired. Today, we'll look at how we talk about issues with students in class, with parents and with colleagues and how we can use our language to foster a growth mindset in students, parents and staff in the school.





**Andrew McNeish** is currently Academic Director for Young Learners at International House Madrid where he is also a teacher trainer and teacher. He has been working in the sector for 20 years and is still learning everyday - which is why he loves this job!

## Revising Your Syllabus - Meeting Learners' Needs and Expectations

**Joanne Mitten**


Madrid C

Language schools across the world are operating in a highly competitive environment, now more so than ever before. Being honest with ourselves about how academic materials are used by teachers and received by learners is a key factor in understanding what your school actually delivers to its clients. It's therefore vital that we look at what we're delivering and ask ourselves - are we meeting our learners' needs and expectations? How can we ensure that our academic programmes are standardised and of a high quality?

This talk is a case study based on a syllabus and materials revision project and how this project aimed to align learner needs and expectations with the school's intended academic outcomes. The talk aims to offer practical examples of how you can revise your syllabus and materials (or even start from scratch!) to improve academic programme delivery in busy schools. It will demonstrate how standardisation of materials and lesson delivery, along with the development of social programme materials can improve the learners' experience and meet high expectations.



**Joanne Mitten** has been working in the UK State Education and ELT sectors since 2009. Having run busy year-round language schools, she is currently Summer Academic Director for ATC Language Schools. She has delivered sessions on topics such as Syllabus Development, Assessment for Learning, Planning for Differentiation and Using Media in Lessons.

 @j\_s\_mitten

## The student perspective; learning from the learners

**Julie Anne Wallis & Aggie Chapman**

Madrid B

This session reflects on an action research project in which students in two schools, one in Italy and one in the UK, conducted observations of our teaching teams. We were keen to know what students would consider to be excellent teaching and how they felt this impacts learning. We believed that students would provide a fresh perspective, free from the confirmation bias that occurs when both teachers and observers are working to the same criteria.

The student observers were given guidance but developed their own observation templates. After observations recorded feedback was given to teachers. We then met with students and teachers to learn from their experiences.

We will talk about the insights gained through this process and how these helped with development, both of individual teachers and of our teaching teams. We will also look at whether the experience of observing helped the students to become more self-aware and confident learners. Our ultimate goal is to roll out the research on a wider scale, involving other Equals member schools from a range of different contexts.



**Julie Wallis** is director of The London School in Thiene, Italy. She has worked extensively for AISLI and Equals, and presented regularly at IATEFL and Equals. Her main area of interest is Leadership and Academic Management in ESL.

 @JulieWallis29



**Aggie Chapman** a senior teacher at the London School in Italy, has been teaching English since 2004 and holds degrees in TEFL methodology and English Studies.

She cooperated with York University teaching pre-session courses for 6 years and has also worked in schools in Britain, Poland and Italy, as a DoS, academic manager and course director.

## Changing Your Path: A Drama Integrated Approach

**Damla Şahin**  
Madrid A

Drama is an effective method to integrate in language classrooms, because it involves both interaction and communication. It is a way of checking whether learners reached to the expected goals or not. Thus, it can be challenging to attract the interest of adult learners when they do not want to talk. Using drama in classrooms can increase interest and interaction. This presentation outlines research which examined how to integrate communicative drama lessons in the class and the effect this had on the learners. The findings contributed to language teaching research and revealed that this method helped learners to practice what they have learned and enjoyed themselves while learning.

Damla Sahin has been working at the Girne American University since 2015 as a lecturer and PhD student. Her areas of interest are innovative teaching methods .

## 1550 – 1620: Elective session 4

### Use it or lose it: how to activate professional knowledge

**Kirsten Holt**  
Castilla

Some activated teacher development sessions are worth more in the hand, than half a dozen stuffed into a conference bag or left wilting in conference notes saved for later! If we don't do anything with the information we learn at events, then within a month nearly 90% is redundant.

This talk aims to turn the statistics on their head by discussing the concepts behind communities of practice, reflective development and experiential learning. Participants will be encouraged to relate to their own teaching experiences and personal classroom experiences/adapting practice so that we can draw upon the notions of knowledge, knowing and knowledge sharing that is compatible with the essence of these concepts to unearth the learning processes happening at the heart of such communities and practices.

I'll then examine ways in which interactive CPD logs, communities of practice and additional teacher development opportunities can be employed to help participants activate a greater percentage of this valuable knowledge. The talk will conclude with a summary of best practice and Q&A session.



**Kirsten Holt** is Head of Pavilion ELT, having worked in publishing for fourteen years. Before joining publishing, she'd worked as a teacher/materials writer, then teacher trainer, before becoming a Director of Studies and trainer of teacher trainers. Kirsten is passionate about supporting teachers, authors and editors throughout their professional development and understanding their evolving ELT needs.

 @kirsteninrove

### An 'all academic skills' language exam to prepare students for university

**Zoltan Rozgonyi**  
Madrid D

Each year, an increasing number of secondary school leavers in Europe decide to start their university studies on English-language programmes, especially in the UK. However, as our research covering students from four Central European countries shows, many of them struggle when applying their subject knowledge within a higher education context. Academic writing, note-taking, and presentation skills are the most important areas of concern amongst these students.

As part of a collaborative project with secondary schools in the CEE region, Euroexam International has created a set of supplementary mini-modules that teachers can use flexibly within their curricula to help students achieve better at university. Taking specific tasks of the Euroexam Academic test in English as a starting point, modules were created in major areas, such as essay writing, taking lecture notes effectively, reading and working with complex academic texts, and speaking in the context of a mini seminar presentations.

A sample of the teaching modules developed as part of the collaboration will be presented.



For 12 years **Zoltán Rozgonyi** worked as Executive Director of International House Budapest. Since 2000, he has been involved in Eequals, both in marketing, and also as the vice-chair of the organisation from 2003 to '04. In connection with his current work, he has, for the last 10 years, been involved in CEFR-based test and exam development. He is currently Director of Euroexam International.

### 1550 – 1655 The best of three competing English for Academic Purposes writing approaches: Product, Process or Genre Approach?

**Hatice Asvaroglu**  
Madrid C

The workshop will focus on the key features of product, process and genre approaches to English for Academic Purposes (EAP) writing and present a methodology of the combination of the process and genre models to incorporate into EAP writing instruction. You will also be presented with a framework for argumentative essay writing as well as a number of effective activities to be used in EAP writing classes. At the end of the workshop, you will be able to reflect on your English language writing practices in the light of the new information and gain new insight about how process-genre approach and argumentative essay writing framework can help you boost your students' learning outcomes.



#### **Hatice Asvaroglu**

Currently, I am employed as a lecturer and consultant at Rauf Denktaş University in North Cyprus. I have more than 30 years of experience as an EFL teacher, Secondary School Vice-Principal, Educational Inspector and Director of Foundation School. As for my qualifications, I have BA in English Language Teaching, MA in Applied Linguistics and Ph. D in English Language Teaching which is still in progress.

### 1550 – 1655 Assessing Listening skills: what, why and how

**Eaquals Assessment Group**  
(Thom Kiddle, Sue Hackett)  
Madrid B

**MACRO:** A review of the current literature on what constitutes Listening as a skill and a competence. What are the competences underpinning successful listening and which describe a successful listener? What data should we be seeking in assessment, as evidence of this? Can Listening be assessed as opposed to tested?

**MESO:** In the CEFRL domains, how is listening defined according to the learners' purposes, audience and context. What does this information mean for the test developer and test taker? And the teacher preparing learners for the test?

**MICRO:** What types of tasks assess listening skills effectively? Which are useful for which types of assessment, e.g., international, transactional? What types of construct are useful in terms of task design for listening testing? How may listening test formats affect classroom practice?

The workshop will operate in three sections, considering listening as a skill, what Listening competences are according to the framework, and considering the posed questions in relation to the inhouse assessments and public exams we use with learners.



The Eaquals Assessment group has been running for 4 years, choosing and developing a topic around an assessment theme among us between Eaquals events, and coming together to present. This year's workshop is presented by **Sue Hackett** (QQI) and **Thom Kiddle** (NILE).



**Thom Kiddle** has worked at NILE since 2011, after moving from Chile where he was head of academic research and educational technology at the Chilean-British University.

### Adopting the GSE to improve curricula for Young Learners

**Marija Pejatovic**  
Madrid A

The challenge we faced was twofold: firstly, we needed to redesign our curricula to suit a generation of digital natives; and secondly, to help us introduce English (a Latin alphabet) to young learners, so that it was appropriate, relevant and met our learners' needs. Fortunately, we were already familiar with the Global Scale of English (GSE), and thought it would be a suitable resource to help us create a solution. The GSE's descriptors for each of the language skills are designed to be granular and real-world relevant, ideal for our young learner settings. We discovered that by digging deeper into the GSE we could:

- Formulate measurable outcomes which we could use to structure and evaluate our courses.
- Cross-reference our courses and materials to the scale to ensure we had no gaps across the skills.
- Correlate language skills to appropriate tasks.
- Monitor progress of each learner, within a CEFR level and identify when it is necessary to adjust instruction.

This process has helped us to expand the GSE's use in our school and update our courses to meet our learners' needs.



### **Marija Pejatovic**

Oxford School is a private language school in Serbia. The school is a member of YALS – (the National Association of Language Schools of Serbia) and Marija Pejatovic is the president of YALS. Through YALS, the school participated in numerous British Council Serbia projects and is a proud holder of Tier 1 membership status.

To learn about the Global Scale of English visit [english.com/gse](http://english.com/gse)

## **1625 - 1655: Elective session 5**

### **Peer Observation as a Collaborative Teacher Development Tool**

**Selen Sirin Dulger**  
Castilla

Peer observation is one of the tools for teachers to develop themselves as teachers and the literature on peer observation mostly states that teachers have positive experiences regarding observing their peers and being observed by them. Having this in mind, six teachers working in the same teaching unit in an English Preparatory School in Istanbul, Turkey decided to observe each other to benefit from each other's strengths. This talk aims to share the details on how this peer observation process was planned and implemented. Presenting the data collected through individual interviews, the presenter will also share the teachers' perceptions regarding the impacts of peer observation on their teaching and their feelings about observing their peers and being observed by their peers. This presentation may provide a path that can be followed for individual teachers that are eager to develop professionally and for the institutions seeking ways to provide development opportunities for their teachers.



### **Selen Sirin Dulger**

Receiving my BA and MA degrees in 5-year combined BA/MA program in English Teacher Education from the Faculty of Education and Graduate School at Bilkent University in 2009, I started to work at the School of Languages (ScOLa) at Özyeğin University in Istanbul, Turkey. I have been working there as a team leader for three years. I also hold a DELTA diploma from the University of Cambridge.

 @SelenSirinn

### **C.A.R.E. Based Reflective Development - Not just a case study**

**Niki Christodoulou**  
Madrid D

In the last few decades, reflective practice has been considered a key teacher competence and an essential tool in language teacher education and ELT professional development. However, effective teacher (or staff) development is not merely a process of 'training' people to acquire skills and competences. It is (or should be) an ongoing journey of discovering and building on one's core strengths and talents while placing 'personality', emotions and a positive 'self-concept' at the center of such process. A careful review of the literature in ELT practice shows that 'teacher personality' is a missing variable in almost all discussions of reflection. This presentation will explore key elements of the C.A.R.E. Model of teacher development which can be implemented by staff and organizations that aim to promote growth through dialogical and collaborative interactions.

The elements of the model can help create co-educational relationships which can only thrive in environments where positive emotions are the primary catalyst for transformational learning and development.



**Dr Niki Christodoulou** is an Assistant Professor at University of Nicosia, Cyprus with an EdD in Teacher Education and an MA Education/TESOL. Her research interests lie in Reflective Mentoring and Teacher Empowerment. Niki is the author of the book *Reflective Development through the Care Model: Empowering Teachers of English as a Foreign Language* (2016). Niki is a Certified Life Coach/ NLP Coach.

### **Precision through adaptive testing: Designing the Oxford Test of English**

**Natasha Harriott**  
Madrid A

#### **The Oxford Test of English**

The only language proficiency test certified by the University of Oxford. A new, online language proficiency test with intelligent adaptive technology.

The Oxford Test of English gives you more flexibility and faster results than traditional language proficiency tests and covers all four skills-Speaking, Listening, Reading, and Writing.

For more information please visit: [www.oxfordtestofenglish.com](http://www.oxfordtestofenglish.com)





### **Natasha Harriott**

At Oxford University Press, we are committed to furthering English language learning worldwide. We continuously bring together our experience, expertise, and research to create outstanding materials, bringing English to life for millions of learners and teachers around the world. Our friendly team is looking forward to seeing you at the OUP Equals stand in Madrid.

## **1700 - 1730 Elective session 6**

### **Action research: overcoming the challenges!**

**Aidan Holland**  
Castilla

Action research can be a powerful professional development tool. However, there are relatively few accounts of how it can be successfully incorporated into programmes of professional development, especially in the private ELT sector. This session will present my experience of managing an action research initiative and offer some advice for teachers and teacher-managers to be effective in its undertaking.



**Aidan Holland** has been working in ELT since 2004. He lived in Taiwan, Italy and the UK before moving to Spain in 2009 and since then has held a range of different roles in the British Council. He is currently the lead for Secondary courses in Spain and is part of the National Continuous Professional Development Team. He is interested in supporting teachers with bottom-up professional development activities such as Action Research and Communities of Practice.

### **Achieving Better Learner Outcomes through Understanding Different Learning Styles**

**Mehtap Özer Isović**  
Madrid D

This presentation explores the potential changes teachers need to make to accommodate their teaching style to the way their students need to learn. In the first part of the presentation, we will examine the three learner types: auditory learner, visual learner and kinaesthetic learner. We will take into account a range of suggestions aimed to enable teachers to identify their students with different learning styles. Participants will have opportunities to reflect on their own teaching and see to what extent their teaching style is aligned with their students' learning styles. We will finally consider what kind of classroom activities could be included in lessons to adapt to the individual needs of the three learner types and ultimately achieve better learner outcomes.



**Mehtap Özer Isović** is an English teacher at the International University of Sarajevo. She has taught a variety of classes at all ages for over ten years in Bosnia and Herzegovina. Mehtap is passionate about continuing professional development and enjoys participating in conferences. She is currently taking part in several language teaching projects in Sarajevo.

### **Online proctoring: forecast to develop more than ever before?**

**Paul Bouniol**  
Madrid C

Due to the increasing internationalization of education, the growing demand for certification and the rapid growth of computer-based testing, online proctoring (or 'remote invigilation') is forecast to develop more than ever before. This recent digital form of assessment which uses a monitoring software to track candidates so that their exam goes fraud free, presents a number of advantages compared to 'traditional proctoring': among others, students can take their exam from any location, any time, guided by their remote proctor throughout their session, and the whole procedure is very simple thanks to the most sophisticated state-of-the-art platforms currently in use.

After a brief introduction on e-learning and computer-based exams, the presentation will focus on 'online proctoring', what it is all about and why it seems to be so promising. A case study will also be used to illustrate how a global organization ('PeopleCert') currently administers its advanced automated proctoring and lastly a short video will demonstrate how some of its automated features function.



**Paul Bouniol** has been teaching EFL/ESL for almost 40 years. He has also held various posts ranging from Director of Studies, International Baccalaureate Coordinator, Applied Linguistics lecturer to Research Associate and Academic Coordinator. Currently, he works for PeopleCert/LanguageCert as one of its Academic Consultants.

## 1700 – 1805 Who Am I - Building Effective Brand Storytelling

**Sarah Mount**  
Madrid B

The education industry is operating in an increasingly competitive environment, where a range of factors contribute to a marketplace where innovative strategies are needed in order to maintain market share.

In this session we will look at how to create a compelling 'Brand Story' for your institution. Telling stories is fundamental to human existence – and their emotional impact can be significant. Your brand story is the narrative that surrounds your business and can be a powerful tool. If done effectively, it demonstrates not only how you do business, but why you're there in the first place, and how you're uniquely qualified to help solve your client's problems.

So – what type of organisation are you? What are your core values? Are they reflected in all you do? What is YOUR story? By the end of this session, you will have a clear idea about how to build your brand story and subsequently lay the foundations on which a future growth strategy can be built.



**Sarah Mount** has 30 years' experience in international marketing & business development, & now works in Global Education Management. She is Co- Founder/Director of TransformELT Ltd.

An ELTM Consultant, she has project-managed on educational reform projects in China, Italy, Algeria, Sri Lanka and Ethiopia.

Current areas of interest - Policy Development, Organisational Culture, Change Management and M&E.

## Ideas for enhancing the assessment of speaking skills through technology

**Joanna Wrzesinska**  
Madrid A

The session will discuss the possible benefits of using basic internet technology for conducting formal classroom assessment of speaking skills. While the actual responses can still be rated by humans, capturing students' spoken responses in an internet-based environment can help ensure higher reliability and fairness of scoring. This presentation will offer practical ideas for enhancing your institutions' assessment and scoring procedures without the need to invest in expensive equipment or software.



**Joanna Wrzesinska** joined ETS Global in 2011 and currently holds the position of Senior Academic Relations & ELT Coordinator, based in Warsaw, Poland. Joanna is an experienced teacher trainer; previously she worked as an EFL teacher and academic director in the private sector.

## 1735 - 1805 Elective session 7

### Teaching English to PhD candidates within the university context

**Monika Stawicka**  
Castilla

This presentation aims at reflecting on the issue of teaching English for Academic Purposes as a doctoral programme requirement. First, it discusses PhD candidates language needs, on the basis of the needs analysis carried out as part of classroom research and then it provides examples of how the indicators of a new balance within the language education paradigm in the 21<sup>st</sup> century (with the emphasis on learning outcomes, student autonomy, skills, etc.) can be incorporated into the syllabuses of the courses offered to these students. Consequently, the question is raised what this new balance means for university language teachers and whether apart from specific language competences, other competences (such as soft skills), can be taught (effectively) within an English class: new linguistic and non-linguistic challenges for EFL teachers are pointed out. Some attempts to approach them in the form of a 'teachers can do' list as well as teaching materials (e.g., a syllabus for PhD candidates at C1 level or a course description) ready to be used and/or adapted are offered.



**Monika Stawicka** currently works as a trainer and senior teacher facilitating learning Academic English by Jagiellonian University PhD students. Monika holds a PhD degree in Linguistics from the Jagiellonian University in Krakow, Poland. As the Academic Director and then the Director of the University Language Centre she introduced international standards to the work of the Centre, the reform which was verified by Eaquls in 2016. As a result, the Jagiellonian Language Centre (Jagiellonian University) became the first state university language centre in Poland which met Eaquls standards. In her book *Looking for a New Balance in Teaching Foreign Languages in the University Context* she discusses learning and teaching English for Specific Purposes with a project-based method. She has contributed to the CEFR-related projects as well as to the university projects funded by the EU aiming at developing professional competences by the academic staff and students.

## Routes into teacher training

**Maria Heron & Thom Kiddle**

Madrid D

This session will describe four distinct paths into teacher training. We will start by focusing on becoming a CELTA trainer. We will outline the requirements asked by Cambridge English to undergo this training and the type of programme that a centre can design. We will then outline the new Professional Award for Teacher Educators. We will define the contents of this award, the benefits of face-to-face training and the focus on collaboration and giving and receiving horizontal feedback. The third route will look at online tutor-led interactive courses and face-to-face professional development courses in teacher training. The fourth path will focus on the possibility of getting into this field when the opportunity arises, either by being happy to be thrown into the deep end or by being given the possibility to shadow an existing course first or peer observe or peer teach. The final part of the session will explore possible paths for existing teacher trainers. There will be time for questions and to voice concerns, e.g. are some of these routes mainly open to native speaker teachers?



**Maria Heron**, NILE Senior Trainer, has been working as a teacher, teacher trainer and materials writer for over thirty years.

She has trained teachers in the UK, Argentina, Chile, Western Europe, Kazakhstan and Canada.



**Thom Kiddle** has worked at NILE since 2011, after moving from Chile where he was head of academic research and educational technology at the Chilean-British University.

[@nile\\_elt](https://twitter.com/nile_elt)

## Towards a more effective performance management to increase quality

**Ozlem Baykan**

Madrid C

Performance management is widely recognized as an important part of quality management. A systematic performance management system is believed to help increase effectiveness through the achievement of goals in line with the mission of an organization. However, in educational contexts, this has always been considered a challenge and has been an area of discussion. This presentation aims at explaining the improvement of a performance management system in an educational context in Turkey. It will first give details about the components and effectiveness of the system already in practice. Then, it will focus on the evaluation process undergone to increase its effectiveness and how the results of this process have led to the development of a more systemized way of performance management through new tools and understandings. This study which has led to a more systematic approach may provide useful insights into performance management in educational contexts through exploring how it works in practice.



**Ozlem Baykan** works as a Team Leader at Ozyegin University. She received her BA and MA degrees in English Teacher Education from Bilkent University in 2010. She started her career at Ozyegin University and she worked as a Level Developer before her current role. She holds a DELTA diploma.

## Contextualised CPD: using video to develop teachers' 'Professional Vision'

**Ben Beaumont**  
Madrid A

The concept of Professional Vision seeks to identify the skills and knowledge of a professional through the actions and artefacts of their craft. This talk will consider what this means for teachers and, with reference to Trinity's free CPD resources, look at how Professional Vision can be developed using video and peer learning to meet teachers' and centres' local needs.



**Ben Beaumont** is TESOL Qualifications Manager at Trinity College London. Having worked in the UK state sector as well as UK and international English Language Teaching, Ben is keen to promote best practice between educational sectors and support opportunities for teachers' continuing professional development.

## Day Three: Saturday 13 April 2019

### 0900 - 0955 Plenary

#### Unpacking Management and Leadership

**Martin Fellenz**  
Castilla

This plenary examines the nature of management and leadership and explores the implicit assumptions that shape how we manage, how we lead - and how we and others follow. Avoiding dogmatic definitions of leadership, this session invites critical reflection by offering a clearly defined, post-heroic conception of leadership that provides a clearly explicated distinction between management and leadership along the dimensions of motivation and legitimacy. The plenary challenges both undiscerning views of management as well as traditional, often hierarchical conceptions of leadership and engages participants in a critical re-evaluation of their own assumptions about these concepts. A central aspect of this reflective work is the focus on followers and followership, and on the opportunities that the developmental orientation so central to educational practice can offer for developing more successful and impactful leadership practices.



**Martin Fellenz** is Associate Professor in Organisational Behaviour and Director for Adjunct Faculty at Trinity Business School, Trinity College Dublin. He holds a Ph.D. in Organizational Behavior from The University of North Carolina at Chapel Hill, as well as degrees from Trinity College Dublin (M.A., M.Ed. in Higher Education), and an MBA from the University of Bridgeport which he attended as a Fulbright Scholar. He received the inaugural Trinity Provost's Award for Teaching Excellence in 2001 and was honoured with the NAIRTL National Award for Teaching Excellence in 2012.

He has extensive consulting and leadership development experience with many leading international firms as well as with government departments, semi-state and voluntary organisations. He regularly contributes to open and custom programmes for a variety of international Executive Education providers (e.g., CEDEP, Harvard Business School, IMD, Nottingham University Business School) and corporate universities. His consulting work, which typically includes work at management board level, focuses on enabling client organisations to adapt to and fully exploit environmental, strategic and technological change, and on developing the management and leadership capabilities as well as the organisational structures and cultures to successfully implement and manage innovation and change. He is an experienced executive coach with senior management clients in many countries. Prof. Fellenz' research focuses on leadership development, professional and management education and development, innovation management, and on the behavioural and cultural aspects of organisational change and innovation. He is also interested in the organisational aspects of service provision and service innovation. The 5th edition of his book "Organizational Behaviour and Management", co-authored with John Martin, was published by Cengage in 2017.

### 1000 - 1030 Elective session 8

#### Using the CEFR for course design and assessment? (HELP?!)

**Patrick Creed & Ciara NI Eochaidh**  
Castilla

Many of us who know about the CEFR praise it and how it can be a guide to all that is good about language learning...but we also have many problems in actually understanding what it is, how to use it and its practical implications in the modern classroom. Are you a Learner? Course designer? Teacher? Do you actually know how to use the CEFR?

We want to take a practical journey into the use of the CEFR for course design and assessment in our language school - looking at the pitfalls and the benefits and taking a practical approach to using the CEFR in our school. What does it mean for learners, teachers and how can we use it for real life language classroom situations?





**Patrick Creed** is School Director at Bridge Mills Galway Language Centre and has previously worked as a Language Teacher, DoS, ADoS, ELT Author, Teacher Trainer, Examiner and School Inspector in Ireland, Greece, Italy and Australia over the last 22 years.



**Ciara NI Eochaidh** is a Language Teacher, Teacher Trainer and Academic Assistant working in Ireland for the last 5 years.

### Visiagora: An Innovative Distance Learning Experience and Pedagogical Approach

**Sébastien Pabst**  
Madrid D

Two years of research and experimentation led CLL Language Centres (associated to the University of Louvain-la-Neuve) to develop and launch Visiagora, an innovative solution with classes based on a communicative approach and built up around a pedagogical structure of 30 minutes in a virtual classroom: learners benefit of the experience of a short but intense one-on-one class with the features of a physical classroom but are taking their language course from the comfort of their home or office. As a result, the learning experience and motivation is increased and the foreign language acquisition becomes more efficient. This paper goes through the innovative and communicative pedagogical approach and structure of our 30-mn classes, composed of 7 phases and offering self-training pre-lesson and post-lesson activities. It also develops the features of our virtual classroom, which enable the learners and teachers to benefit from all the features of a physical classroom. To conclude, the learning and teaching experiences are presented, as well as the results in foreign language acquisition.



**Sébastien Pabst** graduated from the University of Nancy, France, with a Master's degree in « Language Sciences and Language Teaching ». Once graduated, he taught languages for 10 years in several Universities and Colleges in France, Luxembourg, the UK and Morocco. In 2017, Sébastien moved to Belgium to manage Visiagora, the Live Online Classes solution researched and developed by CLL Language Centres.

 @sebastien\_pabst

### ECML Resources & Projects

**Lou McLaughlin & Chris Farrell**  
Madrid C

The European Centre for Modern Languages of the Council of Europe ran a number of workshops in 2018 as part of their medium-term programme of activities 2016-2019, "Language at the Heart of Learning". Chris Farrell attended the workshop "Towards a Common European Framework of Reference for language teachers". This workshop looked at how existing tools and publications define and present language teacher competences, and how these tools are used in practice. Chris will provide a summary of the discussions that took place and conclusions reached. Lou McLaughlin attended the workshop on "Inspiring language learning and teaching in the early years. Why it matters and what it looks like for children aged 3-12 years" and will reports on the materials and resources which have been developed for young learners and which are now available to all for reference and practical application.



**Lou McLaughlin** is the Executive Director of Eaquals. She holds a PhD in Applied Linguistics, MA in ELT, DELTA, TESOL Cert. in Leadership & Management and Trinity TESOL Cert. Her special interests are Young Learner teacher training and management and YL teacher cognition. Lou is a frequent speaker at international conferences and was the co-editor of *Children Learning English: From Research to Practice* (2015). She is one of the founders of ELT Ireland the network for ELT professionals in Ireland, and serves on the IATEFL Board of Trustees as the Associates Representative.

🐦 @McLaughlinLou



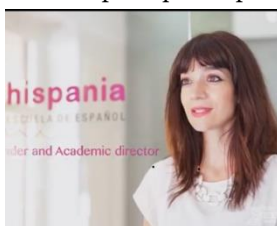
**Chris Farrell** is Head of Teacher Development with Centre of English Studies Ireland and UK. He holds an MA and a DELTA, and is the Head of the CELTA Centre at CES Dublin. He is a member of the IATEFL TDSIG and EAP in Ireland Committees. He is a guest lecturer at the ALC in UCD, a supervisor on the MPhil ELT in TCD, and regularly speaks at international conferences on behalf of CES and Eaquals.

🐦 @ChrisPatrickF

### Consejos para liderar hacia el éxito que te harán sentir muy bien ; )

**Vicky Sanahuja Gimeno & Juan José Ruiz**  
Madrid B

Hispania, escuela de español es una escuela que empezó hace 17 años sin nada y hoy en día es una de las escuelas de español más elegidas tanto por estudiantes, agencias y personal para trabajar con nosotros. ¿Queréis saber cuál es nuestro secreto? En esta sesión nos gustaría mostraros qué nos ha hecho brillar y ser hoy en día una escuela feliz y exitosa. Durante la sesión reflexionaremos sobre algunos aspectos que conducen al éxito y os mostraremos aspectos clave que funcionan en nuestra escuela para que los podáis adoptar y adaptar en vuestras escuelas.



**Juan José Ruiz Talaero** and **Victoria Sanahuja Gimeno** are the cofounders and codirectors of Hispania, escuela de español, a Spanish Language School that was opened in 2002 which nowadays it is a referent in the teaching of ELE (Español como Lengua Extranjera).



### How authentic are you? Being versatile with video

**Schuyler Hedstrom**  
Madrid A

Thanks to modern technology, video has become a readily available tool for language learning both in and outside the classroom. In fact, there's so much video around, it can be difficult to decide not only how to use it but even which material to choose in the first place. Do you go for classic, scripted videos to make sure the language is at the right level for the students? Or do you opt for an authentic clip in order to develop learners' comprehension of natural English? Or can you do both? Is there such a thing as semi-authentic scripted videos? And if there is, then what? Once you've decided on the video, how are you going to use it?

This interactive session will look at some examples of video material and offer handy tips on how to exploit it, firstly for classroom use and then to promote autonomous learning. We will consider techniques for both facilitating comprehension and noticing of language in videos and also making the most of them as a springboard for authentic English use.



**Schuyler Hedstrom** since graduating with an English and Drama degree from Dartmouth College, Schuyler has worked as an actor, director and educator. He currently co-runs Acting Impact Theatre Company in Madrid, and has taught English through Theatre (children and adults) for 15 years. He also works as a teacher trainer for CTIF Madrid and Macmillan providing advanced education for bilingual school teachers.

## 1100 - 1200 Elective session 9

### Using Competency Frameworks to Create Reflective Questions

**Chris Farrell**  
Castilla

This session will demonstrate the how to utilise existing teacher competency frameworks in creating reflective enquiry questions which can be used as part of a teacher development programme. This session will attempt to make certain frameworks (such as the Equals Teacher Development Framework) more immediately usable in a local context. By creating reflective questions from the key competencies outlined the institution is able to maintain its role as the gatekeeper of best practice in teacher development without being overly prescriptive. The teacher is allowed to maintain a degree of agency over their own development and focus on areas which are important to them. Reflective enquiry questions can then be used to form the basis for such bottom-up teacher development events as action research projects, supported experiments, mentoring, and professional development groups which can all be part of the institutions wider teacher development plan.



**Chris Farrell** is Head of Teacher Development with Centre of English Studies Ireland and UK. He holds an MA and a DELTA, and is the Head of the CELTA Centre at CES Dublin. He is a member of the IATEFL TDSIG and EAP in Ireland Committees. He is a guest lecturer at the ALC in UCD, a supervisor on the MPhil ELT in TCD, and regularly speaks at international conferences on behalf of CES and Equals.

 @ChrisPatrickF

### Aiming High with Gifted Language Learners

**Sofija Ljiljak-Vukajlović**  
Madrid D

In our earnest desire to accommodate all students in class, gifted language learners may find themselves neglected. On the one hand, astonished by their excellent English, we may feel superfluous in the classroom. On the other, we may feel intimidated by their witty remarks and inquisitive questions. And not only language-related! From one extreme to the other, may we find some balance and invest in nurturing our gifted learners' knowledge so that they can excel even more than they already do? This workshop will demonstrate useful strategies and activities for a more effective and, thus, more enjoyable teaching to the gifted learners. The first part of the session looks at common traits of gifted learners, followed by examples of engaging activities from the presenter's own teaching practice, while the final part offers a list of useful tips and web sources related to teaching gifted learners.



**Sofija Ljiljak-Vukajlović** is an English teacher, teacher trainer and IELTS examiner from Belgrade, Serbia. She teaches at an Equals member school, Tom & Emma, where she is also a PD coordinator and mentor to novice teachers. A large part of her time is dedicated to teacher training, which has recently led her to become a board member of ELTA Serbia (English Language Teachers' Association).

### Learning-focused interventions

**Silvana Richardson**  
Madrid C

For far too long teacher training/development initiatives and quality assurance systems have focused on the teacher and teaching techniques at the expense of what really matters- teachers' impact on learning and their learners. This workshop will explore three interventions that we have recently implemented in my organisation to enable academic managers, teacher trainers, leaders of CPD and teachers to focus on and gather information about the effect that teaching has on learning, and to use those insights to inform future teacher learning activities and assess the quality of teaching and learning. Participants will learn about the minimalist lesson plan, learning-focused observation and Lesson Study, and take part in interactive activities to consider the relevance and suitability of the presented interventions to their working context.



**Silvana Richardson** is Head of Teacher Development at Bell, Academic Director of Bell Teacher Campus and Programme Quality Manager at The Bell Foundation. She has over 30 years of experience working in the EFL, ESOL, EAL and MFL fields in various roles- teacher, teacher trainer, academic manager, trainer trainer, quality assurance inspector, consultant, writer, speaker at international conferences.

🐦 @laioli; @bellteachers

## Becoming an Approved LanguageCert Test Centre: Benefits and opportunities for Quality Language Schools

**Frédéric Borne**  
Madrid B

In the current context, faced with profound changes in the market, language schools that bet on excellence need to complete their offer with different, innovative products tailored to a new public...

In the field of ASSESSMENT & CERTIFICATION, the new generation of candidates demands far more FLEXIBILITY and candidate-friendliness without renouncing rigor, recognition and VALIDITY... This "squaring of the circle" is what LanguageCert -the next generation of language qualifications- intends to offer.

We will look at the Awarding Organization behind LanguageCert and what makes its exams entirely different from all those that have existed to date. We will look at the institutional recognitions and backings already obtained after a short period in existence. We will see who endorses them and who manages them. We will review the product portfolio available.

As follow-up to the Memorandum of Cooperation recently signed between both institutions, we will look at the SPECIAL OFFER for Equals Members and the privileged process of their accreditation as APPROVED TEST CENTRES.

Most importantly, we will look at the academic differentiation and the economic opportunity associated with this new status.



Frédéric Borne, after working 12 years in management consultancy, Frédéric has dedicated 18 years to language education management. As the CEO of International House Madrid, he became a Member of Equals and established a Test Centre for Pearson, Cambridge, IELTS and Cervantes, examining over 20,000 candidates a year.

He is currently Head of Business Development for LanguageCert Exams & Certifications.

## Aprendizaje basado en proyectos (ABP) en la enseñanza de ELE

**Ane Muñoz Varela**  
Madrid A

El Aprendizaje basado en proyectos (ABP) es una metodología de adquisición de conocimientos y competencias mediante la elaboración de proyectos que dan respuesta a los intereses de los alumnos en el aprendizaje de español mediante una serie de estrategias y herramientas. Este método les hará más competentes debido a su practicidad e interactividad a la hora de adquirir información, tanto en el caso de niños y adolescentes, como en el caso de jóvenes y adultos. En el aula de la enseñanza de español como lengua extranjera (ELE), el aprendizaje basado en proyectos estimula el crecimiento emocional, intelectual y personal de los alumnos mediante experiencias directas con otras culturas en distintos contextos. Asimismo, les ofrece la posibilidad de incorporar estrategias de pensamiento intercultural, con el fin de que puedan construir puentes entre diferentes grupos culturales.



### Ane Muñoz Varela

Licenciada en Filología Hispánica y Experto en RSC y en Administración de Empresas. Posee una sólida carrera profesional dentro del campo de la enseñanza y la evaluación de español y de la cultura en español, así como el fomento de la calidad en ambos campos y la formación de profesionales de centros ELE. Actualmente es la Directora Académica y de Relaciones institucionales de IDEAL Educat. Group.

## 1205 - 1310 Elective session 10

### Understanding and Engaging Millennials

**Sarah Zammit**  
Castilla

This contemporary topic and interactive workshop is divided into 3 sections:

In the first part, we will explore who the millennials are, their expectations and aspirations, and what makes them different from other generations.

During the second part we will discover what intrigues and keeps millennials alive and motivated in the classroom - the main challenge for today's teacher but the way millennials in their teens, engage with the world of learning.

The third part provides a hands-on experience where we will demonstrate classroom activities, incorporating digital and technological tools within established teaching and learning techniques and methods, which could support the teacher when facing these young learners in their own classrooms.



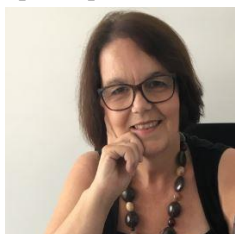


**Sarah Zammit** has been in the ELT industry for the past 18 years. She is the Quality Assurance & Teacher Development Coordinator at the European School of English in Malta. Her role is to ensure that high quality lessons are delivered by giving individual and group training to the teaching staff. As a teacher trainer, she believes in her own CPD and can often be found researching and creating new techniques to motivate both teachers and learners. She loves delivering workshops locally and internationally to share tips and ideas.

## Taking Back Control of Technology

**Pamela Borg & Tiffany Borg**  
Madrid D

This workshop will include suggestions of some online apps that are user-friendly additions for the 21st-century teacher's digital toolkit, through discussion, video presentation and active participation. With the incarnation of the World Wide Web, there has been an overwhelming explosion of online resources available for the teaching and learning of English. Some resources have already come and gone, while others are proving the test of time. ELT teachers, however, need time to be able to sort out what's worthwhile and applicable from what's just too time-consuming to consider using in class, but their time is limited and they often have little support. Therefore, we would like to share our experiences from a tech-forward thinking perspective and our ideas on some practical, online resources, that both teachers and students will love, leaving the teacher in control and not overwhelmed by technology. You are encouraged to BYOD to actively participate in this workshop.



**Pamela Borg** is a freelance EFL Academic Consultant, Director of Digital Academic Resources and Teacher Trainer. She has spoken at several international conferences in Poland, Brussels and Malta.



**Tiffany Borg** is a Technical Academic Support Assistant and EFL Teacher of Business, Exam and General English. Both mother and daughter are passionate about technology in English language teaching.

## The Power of the Image

**Alex Warren**  
Madrid C

Throughout our lives, we are the unwitting subjects of an onslaught of images. From the mobile phone in your hand to the products in your supermarket trolley; from the magazines on your coffee table to the train seat in front of you, someone somewhere is trying to convey an idea to you through messages which are primarily visual. While we have all used images to facilitate learning in our teaching – from flashcards to video – do we really know why it is so effective? This session looks at the power of images and how images can play an integral part in language acquisition and make learning memorable.



**Alex Warren** is a DELTA trained teacher trainer with over 15 years' experience of working in ELT as a teacher, academic director and teacher trainer. A firm believer in a communicative approach to language learning, student-centred learning and the power of curiosity, Alex enjoys working with innovative, thought-provoking materials and presenting on a wide range of ELT-related topics.

## SACIC: un referencial para la profesionalización de centros de ELE

**Nuria Vaquero Ibarra**  
Madrid B

En esta comunicación se presenta la propuesta del Sistema de Acreditación de Centros Instituto Cervantes (SACIC, en adelante), un sello de calidad a través del que el Instituto Cervantes promueve la profesionalización y la mejora de los centros dedicados a la enseñanza de español como lengua extranjera (ELE, en adelante).

La comunicación explora los tres aspectos clave de SACIC, a través de los que el Instituto Cervantes desarrolla su acción en la promoción de una cultura de calidad entre centros docentes: la orientación de su actividad a partir de un referencial de centro, exhaustivo y organizado en criterios de evaluación, que se difunde públicamente; la evaluación de la actividad académica y del funcionamiento del centro como práctica continua de los centros acreditados; y la evaluación, sustentada en el diagnóstico objetivo y evidenciado de la práctica, para la mejora de la actividad de estos centros.



#### **Nuria Vaquero Ibarra**

Degree in Hispanic Philology and postgraduate training in ELE Teaching, in Educational Evaluation and in Quality. Currently, she is the head of the Accredited Centers Unit of the Cervantes Institute. She has worked as a teacher, coordinator and director of ELE programs and in Spanish teacher training programs. She has been author and editor in the area of Spanish as a foreign language.

### **Making teaching more impactful with the Pearson Efficacy Framework**

**Sarah Caton & Mike Mayor**  
Madrid A

As educators, we want to ensure that our teaching is having an impact on learning. This workshop presents a freely available framework for measuring impact and learner outcomes. The Pearson Efficacy Framework provides institutions with a holistic picture of how well they are aligned to meet learner outcomes along with an action plan to improve impact. It covers:

- Outcomes – what learners are trying to achieve and how well you design your approach to meet those outcomes
- Evidence – what evidence you collect and use to know you are having the desired impact
- Planning and Implementation – how well you plan and make decisions aligned to the outcomes
- Capacity to Deliver – whether you have the right resources in place to deliver the outcomes

Participants will be given an overview of the framework along with case studies of how Pearson has used the framework to improve the impact of its products and services. They will then work with the framework to learn how it can help their institution in the continuous evaluation processes linked to the Equals quality assurance criteria.



**Mike Mayor** is Director, Global Scale of English at Pearson where he heads up research into creating audience-specific learning objectives to inform the teaching and assessment of English proficiency.



**Sarah Caton** is Director, Efficacy and Impact at Pearson. In this role, Sarah works with customers to measure the impact of Pearson courses on learner outcomes.

## **1410 - 1440 Elective session 11**

### **LAP Framework**

**Tony Prince**  
Castilla

The LAP framework has been developed to help those involved in developing academic language and study to have a clearer understanding of the knowledge and skills required.

As access to higher education increases in many countries and as educational mobility increases, so the demand for teachers capable of teaching Academic Language courses increases. However, it is often not so clear what is required of teachers on these courses.

The LAP framework seeks to identify skills and knowledge required of teachers at entry level through to course management. As such it has the potential to be an important part of individual and institutional Professional development.



**Tony Prince** is Academic Director for Tertiary Education at NILE. He has extensive experience of managing courses developing Academic language and skills. He acts as lead tutor on the NILE Masters module in Teaching English for Academic purposes, as well as tutoring on the Management in Language education module. He runs training course and speaks at conferences around the world.

### Perceptions of Students and Teachers on Self/Peer- Assessment and Validity

**Sefika Borucu**  
Madrid D

Self-assessment and peer assessment have recently been referred as two effective alternative assessment techniques regarding English as a foreign language (EFL) writing. On the other hand, teachers' perceptions are argued to influence what they do in the classroom. Accordingly, this study which was conducted at Girne American University, Foundation English School investigated how teachers and students perceive self-assessment and peer-assessment in EFL context. Four EFL writing teachers and 100 Foundation English School students participated in this study. Research data was obtained by means of student and teacher interviews and classroom observations. The research results provided thought provoking findings regarding the role played by teachers' and students' perceptions concerning the implementation of the innovations in EFL context.



#### **Sefika Borucu**

I am a MA in TESOL holder who have been teaching EFL learners of different levels (A1, A2, B1 and B2) for five years.

Besides, I have taken part in both testing and syllabus groups at Girne American University, Foundation English School. I am currently doing my PhD in ELT besides teaching EFL and Medical English.

### Preparing learners for tomorrow's world: Developing executive brain functions

**Herbert Puchta**  
Madrid C

In order to be able to succeed in a fast-changing world, we need a set of foundational skills or 'executive functions' of the brain that enable us to plan, focus and juggle multiple tasks successfully. These skills have been defined as *flexible attention, working memory and inhibitory control*. The bad news is that (as far as we can tell from current knowledge), nobody gets born with those skills. The good news is that they can be developed in the course of a child's education. In this session, Herbert will discuss what we as language teachers can do to contribute to the development of the child and teenager's executive functions so they can utilize their cognitive potentials more effectively, have more fun in learning and, in turn, become better language learners, too.



**Dr Herbert Puchta** is a writer of course books and resource books. He has been a plenary speaker at numerous international conferences and has conducted workshops and given seminars in more than 50 countries. For almost three decades, he has carried out research into the practical application of findings from cognitive psychology and brain research to the teaching of English as a foreign language.

### Creating dialogue not debate: The power of advocacy and inquiry

**Martin Fellenz**  
Madrid B

This session focuses on the challenge of creating real dialogue in group interactions and group decision-making settings. Typically, debate, competition, and even open conflict are common features of group interactions where different individual views and perspectives come together. This session focuses on advocacy and inquiry, two surprisingly simple approaches that can help transform the nature of group interaction and generate constructive collaboration. They help create more focused, more reasoned, and increasingly fact-based interactions and can be used when sharing our own or responding to others' views to help move beyond debate to true dialogue.



**Martin Fellenz** is Associate Professor in Organisational Behaviour and Director for Adjunct Faculty at Trinity Business School, Trinity College Dublin. He holds a Ph.D. in Organizational Behavior from The University of North Carolina at Chapel Hill, as well as degrees from Trinity College Dublin (M.A., M.Ed. in Higher Education), and an MBA from the University of Bridgeport which he attended as a Fulbright Scholar. He received the inaugural Trinity Provost's Award for Teaching Excellence in 2001 and was honoured with the NAIRTL National Award for Teaching Excellence in 2012.

He has extensive consulting and leadership development experience with many leading international firms as well as with government departments, semi-state and voluntary organisations. He regularly contributes to open and custom programmes for a variety of international Executive Education providers (e.g., CEDEP, Harvard Business School, IMD, Nottingham University Business School) and corporate universities. His consulting work, which typically includes work at management board level, focuses on enabling client organisations to adapt to and fully exploit environmental, strategic and technological change, and on developing the management and leadership capabilities as well as the organisational structures and cultures to successfully implement and manage innovation and change. He is an experienced executive coach with senior management clients in many countries.

Prof. Fellenz' research focuses on leadership development, professional and management education and development, innovation management, and on the behavioural and cultural aspects of organisational change and innovation. He is also interested in the organisational aspects of service provision and service innovation. The 5th edition of his book "Organizational Behaviour and Management", co-authored with John Martin, was published by Cengage in 2017.

### Certification, testing and the future of assessment

**David Bradshaw**  
Madrid A

In this talk we will look at the sometimes confusing world of language assessment. We will consider its different forms and what they are designed to assess. We shall also consider the possible profiles of the candidates these exams and tests were designed for. Finally, we shall look at the future of assessment in general and in Spain and Portugal in particular. The talk will be interactive and no prior knowledge of assessment theory is required.



**David Bradshaw** has worked for Cambridge Assessment English for just over twenty years, initially combining his role as a Speaking Examiner for all levels and as Team Leader for Cambridge English: First with his job as an EFL teacher and Head of Modern Languages in a series of bilingual schools. He currently works full time in the Madrid Office of Cambridge English as Senior Assessment Services Manager for Spain and Portugal. He holds a degree in English Language and Literature and a M.Ed. in Applied Linguistics.

### 1445 – 1515 Elective session 12

1445 – 1550 Developing an effective Teachers' Wellbeing Programme

**Leonor Marin & Susanna Gutierrez**  
Castilla

The impact that teachers have in classrooms is an undeniable fact, not only 'teaching' but what they make happen in class, how they cope with what happens outside the classroom, parents' various reactions and what happens in the institution as well, meaning changes, new policies, increasing number of students and some more issues.

In this workshop, we will briefly show factors that impact on Teacher wellbeing, reflection on it and share our Wellbeing Programme with effective practical ideas, such as Mindfulness in action, 12 gaps to mind and show the stunning power music has, especially in this inspiring Teachers' Wellbeing Programme, having as objective to highlight enabling wellbeing initiatives across individual, relational and external spheres which contribute to sustained quality teaching and life experiences.



**Leonor Marin** is a teacher trainer, and teacher of English and Spanish with more than 20 years in the arena of ELT.

She holds a degree in English at IPN-Monterrico. Post-Graduate Degree at Lancaster University. Diploma in Course and Syllabus Design at Saint Mary's . International House various courses. Leo is Iatefl-Peru President, GISIG Committee British Council Peru Co re SkillsTrainer

**Susana Gutiérrez Saldaña**, language teacher, Master degree in Education, Former Universidad Nacional del Santa Academic Vice Rector, presenter at different International Conferences, including IATEFL, currently working on Research and case studies.

1445 – 1550 Insights into the Psychology of the Language Teacher and Learner

**Alex Thorp**  
Madrid D

A greater understanding of how students think and learn can better equip you to fulfil your potential as a language teacher. This practical talk invites you to evaluate your own teaching and assessment practices in light of some of the psycholinguistics themes in educational psychology, and in turn, encourage you to develop informed approaches that will enhance your teaching practices.

This session systematically explores central psychological themes, both from the perspective of the teacher and the learner, and reflects upon the implications on teaching practices. Starting with learners' self-perceptions surrounding intelligence and ability,



and the way this directly correlates to cognitive functioning, the talk analyses the effect a teacher's behaviour and activities have on these beliefs. Myths surrounding developmental stages and cognitive thresholds are also explored. You will leave this session with a clear outline of central themes in educational psychology and an awareness of how these factors can enable you to improve your teaching and assessment practice.



**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.

### Developing PhD Humanities Students as Intercultural Trainers & Pluricultural Mediators

**Victoria Safonova**  
Madrid C

Many Humanities PhDs mostly work as university teachers involved in writing syllabuses & teaching materials, tutoring, lecturing, assessment & record keeping. All these activities require a very high level of education competences that speak for the necessity of introducing some pedagogical courses into the PhD degree programmes. A PhD course on the Methodology of Teaching Intercultural Communication through co-learned languages & cultures has been developed and offered to PhD students at Lomonosov Moscow State University. It has been designed with the view to: a) the ideas of Intercultural Dialogue as an educational priority & the contemporary leading concepts of Open Education, Open science, Open Innovation; b) the European Tuning methodology blended with the CEFR language methodology & Leadership methodology; c) problem-solving technologies of teaching students to create educational environment in the context of the dialogue of cultures and civilizations in different educational settings.



**Victoria Safonova**, an applied linguist, course-book writer and curriculum planner, is a professor in the Department of Linguistics, Translation and Intercultural Communication at Lomonosov Moscow State University who has developed a sociocultural approach to language teaching and learning. She supervises doctoral students in language teaching methodology.

### Español en España. Fedele: Calidad y Energía

**Encarnación Gutiérrez Lara & Emilia Molero Martín**  
Madrid B

En FEDELE (Federación de asociaciones de escuelas de español para extranjeros) creemos que el principal y más importante recurso de cualquier empresa es la persona. Trabajamos siempre en equipo, en red, creando lazos con otras entidades e instituciones de manera que nos nutramos mutuamente y, además, enriquezcan nuestro sector y, al mismo tiempo, mantenga la energía, el dinamismo y la creatividad que nos caracteriza. Además, comentaremos aspectos y habilidades que pueden ayudar a la enseñanza ELE en el aula.



**Encarnación Gutiérrez Lara**: Licenciada en psicología formada con un Máster en intervención en la comunidad.

Actualmente, secretaria ejecutiva de la federación, técnico DELE y CCSE y coordinadora del plan de formación para directivos y profesores ELE de centros federados.

**Emilia Molero Martín**: Licenciada en Filología Hispánica por la Universidad Autónoma de Barcelona. Posgrado en formación.

 @federacionele



### Differentiating your English courses through GEL's course book to course book mapping and business intelligence

**David Coarsey**  
Madrid A

The core value of a language school is the education it provides. However, how does a school differentiate itself when most of its competitors are using the same course books? In this session we are going to talk about 2 key ways GEL can help differentiate your language school.

1. Course book to course book mapping, to give teachers more flexibility and your school a unique syllabus
2. Business Intelligence to monitor and demonstrate performance and progress

The latest version of GELnet maps course book content to alternative course book content. If a teacher chooses an exercise from one course book, we can suggest other exercises with similar learner outcomes in other course books. Teachers get greater flexibility in their resources, and schools provide students with a course more focused on their needs.

The second key point is using data to demonstrate performance and progress. GEL's CourseQual, with our new business intelligence system, offers detailed analysis of student progress and your processes. We help you make sure your decisions achieve the best results and provide you with the data to evidence your results to students and prospects.



**David Coarsey** is CEO and founder of Guided e-Learning (GEL), industry leader in the provision of online EFL learning. Because GEL works with quality English language institutes throughout the world, David has a unique and privileged view of the trends in online learning in schools.

## 1520 – 1550 Plenary Speakers Q&A

Participants have the opportunity to participate in an in-depth question and answer session with the conference plenary speakers.

**Sonríe, te presentamos el Método Hispania : )**

**Vicky Sanahuja Gimeno & Maria Palanca  
Climente & Alicia Ramos Castillo**  
Madrid B

Hispania, escuela de español es una escuela que empezó hace 17 años desde la nada y hoy en día es una de las escuelas de español más populares. Esta popularidad se debe en su mayor parte al Método Hispania, método creado desde el inicio de Hispania, escuela de español que ha cosechado muchísimas alegrías. En nuestra sesión, nos gustaría mostrar y compartir algunas de las estrategias pedagógicas propias del Método Hispania. Las estrategias pedagógicas del Método Hispania son claves para el éxito de nuestra escuela. La formación en los equipos es pieza fundamental para una organización y queremos dar unas pautas de formación para que el éxito en el aula esté asegurado y para conseguir una sonrisa constante en los estudiantes.



**Victoria Sanahuja Gimeno** estudió Filología Hispánica y Filología Inglesa en la Universidad de Valencia. En 2002 abrió junto con Juan José Ruiz Hispania, escuela de español. Desde entonces, se han dedicado a dirigir su escuela convirtiéndola en un referente de escuela de español. Victoria es la creadora de la Filosofía o Pedagogía Hispania, sistema de trabajo y aprendizaje desarrollado en Hispania.



**Maria Palanca Climente** is the Head of Studies of Hispania, escuela de español.



**Alicia Ramos Castillo** is the Academic Coordinator of Hispania, escuela de español.

## Going Beyond General English

**Peter Lahiff**  
Madrid A

General English programmes run on this model are ubiquitous and the attempt to serve all the needs of all students has led some to label General English, "English for no particular purpose". The recent trend towards content integrated language learning, bilingual schools in Europe, and increased access to the English-speaking world through the internet, have transformed students' exposure to the language at home. In order to continue to prove the value of educational travel, agencies and schools need to give a greater sense of purpose and relevance to the courses they are offering. One way to answer this is to embrace technology as an essential medium of modern communication and integrating content from across the subject areas into our programmes. This would also involve schools widening their focus beyond language alone to take in the full range of digital, interpersonal and communication skills that students develop while studying with us.



**Peter Lahiff** is an experienced course designer, teacher trainer and academic manager who has worked in English Language Teacher for nearly 20 years. He is Academic Director of Future Learning, which he helped to found and where he develops and implements innovative technology enhanced language courses for young learners from 11-17.

## 1630 - 1700 Elective session 13

### Implementation of Blended Learning for Bilingual Higher Education in Thailand

**Wilaichitra Nilsawaddi**  
Castilla

This paper aims at exploring the potential of the blended learning approach for training lecturers of higher learning institution in Thailand to obtain higher level of classroom English proficiency in order to move toward bilingual education. Blended Learning is a learning model that is enriched with conventional learning methods and online education materials. In a typical blended learning environment, participants not only learn course content outside of the class through websites, social media or online programs but also engage in practical, hands-on activities during the delivery of microteaching period. The participants of the study comprised 10 university lecturers who volunteered to participate in this training course. The contents were divided into three modules: English for teaching, managing the classroom, understanding and communicating lesson content, and providing feedback. After receiving the course content from the online learning environment, the trainees had to deliver micro-teachings in order to put theories into practices. The study adopts a qualitative approach.



**Wilaichitra Nilsawaddi**, D.Ed. (TESOL) is a senior lecturer of English; is currently working at Phranakorn Rajabhat University in Thailand D.Ed. ( Doctor of Education)  
TESOL (Teaching English to Speakers of Other Languages): The University of Melbourne, Victoria, Australia  
M.A. (Master of Arts)  
TESOL (Teaching English to Speakers of Other Languages): Indiana University of Pennsylvania, PA

### Design Thinking in the classroom – new approaches for modern teaching and learning challenges

**Anika Bethan**

Schools around the world are confronted with huge challenges, which grow out of digitalization and globalization, of the complexity and pace of our present (and future). This presentation will introduce the idea behind “Design Thinking” as a new approach to adapt school processes and learning strategies to these modern demands.



**Dr. Anika Bethan** has been teaching German as a foreign language for more than ten years, including several years in Egypt as a DAAD-lecturer. With a Ph.D. in history and an MA in German Philology and History, she is enjoying being back in Germany as the Director of Studies at the EF International Language Campus in Berlin.

### Feedback & Reflection

**Led by the Eaquls Trustees**  
Madrid C

Participants are invited to attend this session, moderated by Eaquls Trustees, to reflect on the conference experience as a whole as well as provide on-the-spot feedback.

### Discussion Session with Spanish members.

This discussion session is open to Eaquls Accredited and Associate members based in Spain and is an opportunity to discuss the latest developments, opportunities and challenges in the education sector within their own context.

Esta discusión está disponible para los miembros de Eaquls en España. Es una buena oportunidad para hablar de los últimos acontecimientos, oportunidades y desafíos que se dan en el ámbito de la educación en España.

### A case study of CEFR-influenced backward curriculum design approach

**Yvonne Hodnett & Suzanne Emmerson**  
Madrid A

In response to the evolving requirements of stakeholders, particularly learners, in an Arab tertiary English language context, the need for a more comprehensive, transparent, coherent and learner-focused curriculum became evident. To achieve this goal, a backward curriculum design approach based on the CEFR standards was adopted. This approach consisted of needs analysis, formulation of objectives based on the CEFR statements of competency from A2 to B2 across the four competencies of speaking, listening, reading and writing, and alignment of the local curriculum and methodology to language teaching, learning and

assessment with the social-oriented and action-based principles of the CEFR. This presentation of a case study will demonstrate how the CEFR enables language teachers to develop and customize curriculum and syllabus design effectively.

**Yvonne Hodnett** has been a language instructor for 15 years, and has a CELTA and M.A. TESOL. She has taught general English and English for Specific Purposes at the tertiary level. She has held leadership roles in project management for course design and curriculum management. As Curriculum Manager, she guided a curriculum design process which led to accreditation with Eaquls.



**Suzanne Emmerson** has qualifications in language teaching including CELTA, M.A. TESOL and IELTS. She has taught general English and English for Specific Purposes (ESP) at secondary and tertiary levels in Europe and the Middle East. She is currently the accreditation officer in a tertiary language programme and has led an EAQUALS accreditation process.

## 1705 – 1800 Closing plenary

### Developing effective Assessment for Learning

**Gordon Stobart**  
Castilla

Many teachers and school leaders are familiar with Assessment for Learning – using classroom assessment to directly contribute to the learning process. This presentation explores successful AfL classroom practices. It focuses on good diagnostics, clarity about learning, and feedback. Involved in each of these is skilled teacher communication and learner self-regulation.

How teachers interpret this in practice varies widely – from a range of informal classroom practices (eg dialogue, self and peer assessment) to a narrower approach which uses test results to inform learning. This presentation provides a definition of AfL: ‘gathering evidence to identify where learners are in their learning, where they need to go, and how best to get there’ (Assessment Reform Group, 2002). The presentation then looks at the classroom practices it encourages: finding out what learners know as the starting point for further learning; helping learners understand what they are learning and why; providing feedback which moves their learning forwards. Examples of classroom practices are provided for each of these.

Three key messages come from this which will be put forward during the presentation:

Diagnose: AfL is about skilful and informal diagnostics to identify strengths and weaknesses in what students know and can do. Effective learning builds on what we already know.

Be clear: AfL is about teachers being clear about what is being learned, what success looks like, and communicating this to learners.

Be specific: AfL involves effective feedback which offers specific information about how learning can move forward, and allows opportunities to put the feedback into practice.



**Gordon Stobart** is Emeritus Professor of Education, Institute of Education, University College London and an Honorary Research Fellow at Oxford University.

Having worked as a secondary school teacher and an educational psychologist, he spent twenty years as a senior policy researcher. He was a founder member of the Assessment Reform Group which has promoted Assessment for Learning (AfL) internationally.



## The Eaquals Board



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- Pearson
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- National Geographic Learning
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Eaquals would also like to thank our local member EF Centro Internacional de Idiomas Madrid and International House Madrid for their support and assistance.

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.

## What is Eaqals?

Founded in 1991, Eaqals is an international non-profit association of language education providers which aims to foster quality in language teaching institutions. To achieve these aims, it has established a demanding set of criteria for accreditation, set out in the Eaqals Charters, and verified by an inspection scheme.

Eaqals also provides important opportunities for its members to share best practice and to co-operate in projects of mutual interest. The Association participates in international working groups with other leading organisations, such as the Council of Europe, the European Centre for Modern Languages, the International Organisation for Standardisation (ISO) and the Association of Language Testers in Europe.

### Membership of Eaqals

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 Members:

To become an Accredited Member, language teaching institutions must demonstrate they comply with the Eaqals Charters by submitting themselves to an inspection, which is repeated every four years.

#### Associate Members:

This category of membership is for organisations with considerable professional involvement in language education. The essential criterion is a commitment to the achievement of quality.

#### Individual Members:

Individual membership is open to both appointed Eaqals inspectors and to other language professionals who are not affiliated to an Eaqals member institution.

### What are the advantages of Eaqals Membership?

- Access to an international network of excellent language centres, and attendance at regular meetings and conferences.
- Opportunities to form both local and international partnerships, providing further recourse to market intelligence.
- Participation in a process of quality assurance which helps members to develop.
- Permission to use a name and logo which are an independent guarantee of quality for learners.
- The right to award Eaqals Certificates of Achievement (Accredited Members).
- Listing on the Eaqals website and in the 'Course-finder' section.
- Access to information on leading-edge developments and specialised training with a blueprint for future improvement & development.
- Support to apply the principles and levels of the Common European Framework of Reference for Languages.
- Specialised staff training through access to online materials.
- Webinars for members covering topics on marketing, management, assessment and teaching and learning.
- Access to a CPD recognition scheme available for use with staff members.

### How do institutions become Accredited Members of Eaqals?

All language teaching organisations applying for accredited membership undergo an Eaqals inspection. Prior to inspection, you need to contact [info@eaquals.org](mailto:info@eaquals.org) to receive full information about the accreditation scheme. Before the first inspection we ask you to carry out an Eaqals 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 Eaqals website. Inspections normally take four months to organise.

Organisations not eligible for Accredited Membership but interested in Associate Membership should contact [info@eaquals.org](mailto:info@eaquals.org).

**For more information: [www.eaquals.org](http://www.eaquals.org)**