



Eaquals International Conference

26 – 28 April 2018

Prague, Czech Republic

Corinthia Hotel, Prague

Welcome from the Eaquals Chair



Dear Colleagues,

Welcome to the Eaquals Annual International Conference 2018.

I am delighted to welcome you to the wonderful city of Prague and am very much looking forward to meeting you all during the next few days at our conference.

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

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

As always, we would like to give a heartfelt thanks to our sponsors who make this conference possible - Pearson, Cambridge Assessment English, GEL Guided e-Learning, Higher Education Marketing, Macmillan Education, Trinity College London, Amber IT Solutions, TELC Language Test, National Geographic Learning, Oxford University Press, g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung, ETS Global and Euroexam.

Heartfelt thanks are also due to our local Eaquals Associate Member, AJS (Association of Language Schools of the Czech Republic), and our local Eaquals Accredited Members, AKCENT International House Prague and CA Institute. 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.

Best wishes,



Justin Quinn
Chair of Eaquals

Programme overview

Thursday 26 April

0800 – 1700 Registration

Inspector professional development

0915 – 1000 Inspector professional development – Looking back and looking forward

1000 – 1100 Inspector professional development – Session 1

1100 – 1130 Coffee & exhibition

1130 – 1300 Inspector professional development – Session 2

1300 – 1400 Lunch & exhibition

1400 – 1430 Inspector professional development – Session 3

1430 – 1545 Inspector professional development – Session 4

1545 – 1615 Coffee & exhibition

1615 – 1700 Inspector professional development – Session 5

1700 – 1730 Inspector Forum

Management Training day

0930 – 1100 Management Training Workshop – Session 1

1100 – 1130 Coffee & exhibition

1130 – 1300 Management Training Workshop – Session 2

1300 – 1415 Lunch & exhibition

1415 – 1600 Management Training Workshop – Session 3

1600 – 1630 Coffee & exhibition

1630 – 1845 Free time for participants of the Management Training Workshop / Tour of Prague

1830 – 1930 Newcomers/sponsors closed welcome reception with the Board and Staff

2000 – 2230 Dinner at Velka Klasterni *Pre-booking required*
(Meet in the lobby of Corinthia Hotel at 1920)

Friday 27 April

0645 – 0800 #teameaquals run / walk

0800 – 1300 Registration

0900 – 1030 Eaquals Annual General Meeting (Eaquals members only)

0900 – 1030 Conference sessions (open to all)

1030 – 1100 Coffee & exhibition

1100 – 1230 Eaquals Annual General Meeting (Eaquals members only)

1100 – 1230 Conference sessions (open to all)

1230 – 1400 Lunch & exhibition

1400 – 1510 Conference opening session & Plenary

1515 – 1545 Elective sessions

1545 – 1615 Coffee & exhibition

1615 – 1715 Elective sessions

1720 – 1810 Plenary

2000 – 0100 Conference dinner & disco at Como Restaurant *Pre-booking required*
(Meet in the lobby of Corinthia Hotel at 1930)

Saturday 28 April

0700 – 0800 #teameaquals run / walk

0900 – 1040 Elective sessions

1040 – 1115 Coffee & exhibition

1115 – 1315 Elective sessions

1315 – 1410 Lunch & exhibition

1415 – 1555 Elective sessions

1555 – 1630 Coffee & exhibition

1630 – 1700 Elective sessions

1705 – 1800 Plenary session

1800 – 1810 Conference close

1930 Social event at UFleku *Pre-booking required*
(walking group to venue leaves hotel lobby at 1900)

The detailed conference programme is on pages 6 to 12

Abstracts of all conference sessions and biodata of speakers are on pages 13 to 40

Are you new to Eaquals?

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

There are two **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 – meet the Eaquals Board and Officers

If you represent an Accredited Member or an Associate Member that has joined Eaquals since May 2017 or an institution that has recently had an Advisory Visit, we would like to invite you to come and meet members of the Board at our pre-dinner reception.

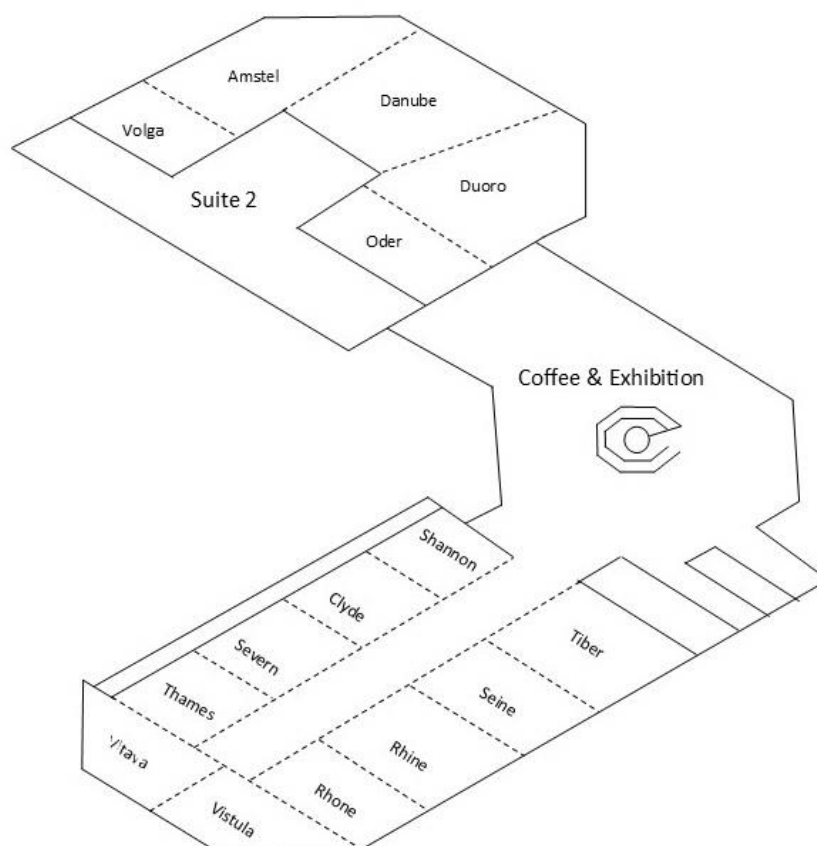
Thursday 26 April, 1830 - 1930

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

If you would like to learn about Eaquals, its accreditation scheme, membership benefits and discuss how to become a member, you will find brief information on page 54. Speak to our registration staff to book a 15-minute individual meeting with one of our Eaquals Officers at the Meet Eaquals session.

Saturday 28 April, 1130 - 1310

Floorplan – Corinthia Hotel, Prague



Detailed Conference Programme

Conference themes

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

A: Language Teaching & Learning
B: Course design, CEFR & Assessment
C: Leadership & Management
D: Staff Development
E: Business & Marketing Management

Thursday 26 April

0800 – 1700	Registration		
0930 – 1600	Management Training Workshop <i>Open to all</i> Room: Volga & Amstel & Danube	0915 - 1730	Inspector professional development <i>These sessions are <u>only</u> open to appointed Equals inspectors</i> Room: Oder & Duoro
0930 – 1100	Managing to Succeed Fiona Dunlop	0915 – 1000	Looking back and looking forward Ludka Kotarska
		1000 – 1100	Session 1: The CEFR Companion Volume with New Descriptors – Introduction for Inspectors Tim Goodier & John Haagenen
1100 – 1130	Coffee & exhibition		
1130 – 1300	Managing to Succeed Fiona Dunlop	1130 – 1300	Session 2: Assessment and grading of the key areas of the Scheme: standardisation session Martyn Ellis & Sue Hackett
1300 – 1415	Lunch & exhibition	1300 – 1400	Lunch & exhibition
1415 – 1600	Managing to Succeed Fiona Dunlop	1400 – 1430	Session 3: Demystifying evaluation of Blended Learning Binnie Hadjidimitrova
		1430 – 1545	Session 4: Making the most of inspection time Sue Sheerin & Valérie Clochard
1600 – 1630	Coffee & exhibition	1545 – 1615	Coffee & exhibition
1630 – 1845	Free time / Tour of Prague	1615 – 1700	Session 5: Guide to Report Writing: do's & don'ts Sarah Aitken & Ela Jarosz
		1700 – 1730	Inspector Forum – 'Any questions' Chaired by Sue Sheerin
1830 – 1930	Newcomers/sponsors closed welcome reception with the Board and Staff Room: Clyde & Shannon		
2000 – 2230	Dinner at Velka Klasterni (pre-booking required) <i>(Meet in the lobby of Corinthia Hotel at 1920)</i>		

A: Language Teaching & Learning	B: Course design, CEFR & Assessment	C: Leadership & Management	D: Staff Development	E: Business & Marketing Management
--	--	---------------------------------------	-----------------------------	---

Friday 27 April 2018

0645 - 0800	#teameaquals run / walk (meet in the hotel lobby)		
0800 – 1300	Registration		
	MORNING: MEMBERS	MORNING: NON-MEMBERS	
	Room: Suite 2		
0900 – 0930	Eaquals Annual General Meeting (Eaquals members only) Chair Justin Quinn	Introduction to Eaquals Sarah Aitken Room: Tiber	Star Rating for Language Teachers Lara Panzini Room: Rhine
0930 – 1030		Stepping outside the box: using more than the course book Carole Anne Robinson Room: Tiber	Make critical thinking part of your teacher toolkit John Hughes Room: Rhine
1030 - 1100	Coffee break & exhibition		
1100 – 1130	Eaquals Annual General Meeting (Eaquals members only) Chair Justin Quinn	Enhancing curriculum design with the Global Scale of English Vic Stephenson & Mike Mayor, Pearson Room: Tiber <i>Sponsor</i>	Teaching English with Movies made Easy Martina Limburg Room: Rhine
1130 – 1230		Developing Autonomous Learners Through Project Work Allison Nunziante Room: Tiber	VR as a springboard in language teaching -let's dive in! PLEASE BRING SMARTPHONE AND EARPHONE FOR THIS SESSION Mirjam Jaeger & Gigi Saurer Room: Rhine
1230 – 1400	Lunch & exhibition		

Friday 27 April 2018 continued

1400 – 1510	Opening session and Eaquals Teacher Award Presentation: Welcome and opening remarks: Justin Quinn, Eaquals Chair Conference Opening Address: Professor Hana Machkova, Rector of the University of Economics Room: Suite 2				
	Opening plenary: Putting language teachers first: Focus on teacher wellbeing Sarah Mercer Room: Suite 2				
Elective session 1					
1515 - 1545	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava
	Experiential Learning through Business Simulation Projects Alex Cann	How Do We know They're Making Progress? Nancie Gantenbein & Julie Collins	Mentoring the experienced: a rare but tasty treat Gulcin Cosgun	Building teachers' assessment literacy through structured video CPD Ben Beaumont, Trinity London <i>Sponsor</i>	Improving your Customers' Experience Beccy Wigglesworth - IHWO
1545 - 1615	Coffee break & exhibition				
	Elective session 2				
1615 - 1645	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava
	Weighing the pig doesn't make it fatter...or does it? CPD evaluation under the microscope Silvana Richardson	Teacher training in the 21st century – is CELTA still relevant? Nick Beer, Cambridge Assessment English <i>Sponsor</i>	Reflection, analysis and action; autonomous career development Stephen Cadwell & Patrick Creed	"Do you have a teaching background?" Managing academics for non-academics Benjamin Delahaye	Developing coherent strategy in turbulent times Chris Moore (Invited Speaker)
1645 - 1715	Elective session 3				
	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava	
	What does the new 'Companion to the CEFR' mean for LOLA? Dave Allan	Training the 21st Century Manager: the English UK DELTM Sarah Cooper - English UK	“OK, another accreditation. What's the point?” Examining the outcomes of a voluntary accreditation process within a school of foreign languages Donald Staub	Turning negative feedback on social media into a marketing tool: a case study Nadezhda Lyubich & Walter Denz	

Friday 27 April 2018 continued

1720 - 1810	Plenary High Performance Leadership Yseult Freeney Room: Suite 2
1810 - 1815	Close of Day 1 & Housekeeping
2000 - 0100	Conference dinner & disco at Como Restaurant (<i>pre-booking required</i>) (<i>Meet in the lobby of Corinthia Hotel at 1930</i>)

Saturday 28 April 2018

0700 - 0800	#teameaquals run / walk (meet in the hotel lobby)				
	Elective session 4				
0900 - 0930	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava
	Beyond the classroom: motivating language learners to succeed Ekaterina Fleisher & Anna Karlova	Designing a language programme based on the needs of administrative staff Dr Julia Zabala & Dr Cristina Pérez-Guillot	Developing a safeguarding culture Sarah Cooper, English UK	Bringing the New CEFR Descriptors to life Thom Jones, telc - language tests <i>Sponsor</i>	Happy Staff, Happy Life Erik Dostal & Katerina Keplova
Elective session 5					
0935 - 1005	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	
	Medical Files - a Resourceful Tool in Teaching Medical English Stanca Ioana Bucur	Staff Training and Development - Begin from Within Patrick Creed	Labelling and Typecasting People: Uses and Abuses Lorraine Kennedy	Creating a proficiency framework for the workplace Mike Mayor, Pearson <i>Sponsor</i>	
	Elective session 6				
1010 - 1040	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava
	The impact of state-sector CLIL/Bilingual programmes in Spain: A change is gonna come? Michael Connolly	Your exits are here, here and here Shaun Wilden	Managing language education: how can the OUP-Eaquals publications help? Richard Rossner, Mila Angelova, Ela Jarosz	Confessions of an ex-DoS: 9 things I wish I'd known! Michael Riley	Using data to drive course quality improvement David Coarsey, Guided eLearning <i>Sponsor</i>
1040 - 1115	Coffee break & exhibition				

1130 – 1310 Meet Eaquals: information for those considering joining the Association

Book your appointment at the Registration Desk for a 15-minute 1:1 meeting with Lou McLaughlin, Executive Director, or Ludka Kotarska, Director of Accreditation

Saturday 28 April 2018 continued

Elective session 7

1115 - 1215	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava
	Project based learning – Reflective practice, constraints and learner outcomes	Implementing the new CEFR Companion Volume	Towards a Common European Framework for Language Teachers	Sustainable Conflict?	Applying the Business Model Canvas to your Business
	Ellie Slattery & David Moran & Ankie Janssen	Tim Goodier	Lukas Bleichenbacher & Richard Rossner	Yseult Freeney	Chris Moore (Invited Speaker)

Elective session 8

1215 - 1315	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava
	Embedding Assessment into Project Based Learning	Integrated skills assessment in practice	A Coaching Approach to Teacher Development	Mind the Gap: Inter-generational approaches to management	Using an online tool to benchmark texts to the CEFR: Textinspector.com
	Katie Greig & Rachel Dowling	Thom Kiddle & Eaquals Assessment Group Members	Duncan Foord	Julie Wallis & Fiona McArthur & Megan Walker	Andrew Bax & Bruce Bax

Lunch & exhibition

Elective session 9

1415 - 1520	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava
	Transforming Thinking about Thinking Skills	Testing tests. Realising the potential of assessment practices	Mentoring as the Foundation for Effective Teacher Development	How to 'gain a strength' in teaching?	Following Up on Direct Language School Inquiries with CRM Technology
	Alan S. Mackenzie	Alex Thorp	Chris Farrell	Josh Round	Philippe Taza, Higher Education Marketing <i>Sponsor</i>

Elective session 10

1525 - 1555	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava	Room: Suite 2
	Minority Native Language Survival Through Effective Language Education Practices	Feedback from the perspective of the learner	What Technology Enhanced Learning is, and what it is not	A step closer to excellence in language education	Breaking out of the traditional classroom setting with Mobile learning	Eaquals: Meet the speakers
	Karin Pundel & Luc Schmitz & Christiane Klein	Elaine Boyd	Peter Lahiff	Joanna Borysiak, Oxford University Press <i>Sponsor</i>	Damien Lonsdale, Macmillan <i>Sponsor</i>	Sarah Mercer & Yseult Freeney

Coffee break & exhibition

Saturday 28 April 2018 continued

Elective session 11

1630 - 1700	Room: Tiber	Room: Seine	Room: Rhine	Room: Rhone	Room: Vltava	Room: Suite 2
	Distance Coaching: creating SPOC (Small personal online courses) for a multicultural audience Christophe Debarge	Achieving higher validity in assessing Writing tests: the 'checklist method' Kristof Hegedus & Zoltan Lukacs	Getting Teenagers to speak Gwendydd Caudwell	Situational Leadership: When to Move on the Leadership Spectrum Khadidja Guerrab	Personal and professional wellbeing: Two sides of the same coin Sarah Mercer, Oxford University Press	Eaquals: Reflection Groups Led by members of the Eaquals Board
1705 - 1800	Closing Plenary Impactful professional learning for teachers – from input to evaluation Silvana Richardson Room: Suite 2					
1800 - 1810	Conference close Room: Suite 2					
1930 -	Dinner at UFleku (<i>pre-booking required</i>) (walking group to venue leaves hotel lobby at 1900)					

Session details and speaker biographies

Day One: Thursday 26 April

0930 – 1600:	Management training workshop	Room: Volga & Amstel & Danube
--------------	------------------------------	-------------------------------

Managing to Succeed: Fiona Dunlop

Managing a team of teachers is a challenging and hopefully rewarding experience. Our daily decisions have so many impacts on others and for this reason it is important to ensure that we are managing ourselves and our teams in the best possible way to obtain the full potential from everyone.

Our day will be divided into two connected parts. We will start by looking at our own bank of skills and needs as managers in an ever changing industry. We will consider our own stress and time management when spinning so many plates at the same time on a daily basis. We shall pay particular attention to identifying and addressing our own CPD needs and how this trickles down to our team and leads to success within our organisations. We will also reflect on how we monitor our own welfare in the workplace so that our teams are getting the best from us.

We will then go on to look at how we manage our teams to succeed, how we provide support, manage, lead by example and provide the tools to allow individuals to perform to the best of their ability. We shall explore how to make our organisational values a part of the school DNA. How do we record this success and how do we know when success is on the turn? We will share experiences on how we manage under performance and look at real scenarios.

This workshop will provide the audience with tools and fresh ideas to implement into their busy lives as managers in order to enhance the academic quality of their organisations. There will also be ample opportunity to reflect and to share best practice with colleagues.

Fiona Dunlop is the Academic Director at Wimbledon School of English, London.



Fiona has over 25 years worldwide experience in the field of ELT, including such areas as Teacher Training, Business and Soft Skills Training and Academic Management. She holds an MA in Psychology and an English UK/Trinity Diploma in ELT Management.

She spent several years at International House Cairo and in Rio/Sao Paulo before returning to London in 1997, where she has been involved in all aspects of ELT management and training.

She currently offers programmes and provides training on many aspects of ELT such as implementing successful CPD systems, business and professional skills, course design, academic project management, training new teachers, teacher observation, academic quality, customer care and motivating long stay students. She has written articles for ELT publications, delivered webinars for British Council and contributed to the development of a British Council Continuing Professional Development handbook for teachers and managers.

She also runs teacher training and development courses at Wimbledon School of English and manages a team of managers and teachers.

Fiona Dunlop is the Academic Director of Wimbledon School of English. Her area of expertise is in ensuring and enhancing academic quality.



@Fionawimbledon

Looking back and looking forward**Ludka Kotarska**

In this session we will report on the work done in 2017 and present recommendations for further development of the Inspection Scheme based on the internal audit of the Scheme carried out by the advisory group earlier this year.

Session 1: The CEFR Companion Volume with New Descriptors – Introduction for Inspectors**Tim Goodier & John Haagenen**

The CEFR Companion Volume with New Descriptors (CEFR/CV) was published online in November 2017, and is intended as a complement to the CEFR. It therefore does not change the status of the CEFR 2001 publication, but extends and enriches it as a resource. Most notably the volume compiles the existing scales of illustrative descriptors and extends them in new areas of direct relevance to 21st century language learning needs, including mediation and online interaction. In this session we will evaluate opportunities for curriculum enhancement provided by the CEFR/CV, and consider possible areas of best practice and excellence that can be identified in evidenced exploitation of the new illustrative descriptors.

Session 2: Assessment and grading of the key areas of the Scheme: standardisation session**Martyn Ellis & Sue Hackett**

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 Quality Assurance and Staff Profile and Development.

Session 3: Demystifying evaluation of Blended Learning**Binnie Hadjidimitrova**

Inspectors will be familiar with the Blended Learning Appendix to the Eaqals Inspection Manual and the Checklist for online resources. In this session we will re-visit the ways they can be applied in a user-friendly manner.

Session 4: Making the most of inspection time**Sue Sheerin & Valerie Clochard**

This workshop will draw on looking at the four sets of 'Guidelines' for inspecting large and/or complex organisations (available on the Inspectors section of the Eaqals website). The aim will be to consider how to approach the challenges these organisations can represent, focusing particularly on how to make the most of time available. There will be discussion and tasks relating to relevant scenarios for inspectors to consider, and they will have the opportunity to share their own tips and experiences for making the most of inspection time.

Session 5: Guide to Report Writing: do's & don'ts**Sarah Aitken & Ela Jarosz**

How can we be clear and unambiguous in our reports, how can we combine factual evidence-based descriptions with recommendations for development? We will examine report samples and identify hallmarks of good reports and traps to be avoided.

The Eaqals Accreditation Panel**Sarah Aitken****Valérie Clochard****Lyndy Cronin****Sue Hackett****Binnie Hadjidimitrova****Ela Jarosz****Martyn Ellis****Sue Sheerin**

Day Two: Friday 27 April

0900 – 0930

Introduction to Eaquals

Sarah Aitken
Tiber

This session will provide an in-depth look at Eaquals. It will provide a brief overview of its history and also its development and growth through the years. Attendees will also have information on what Eaquals offers: accreditation, training, consultancy and support as well as the opportunity to discuss the benefits of becoming part of the #Eaqualsfamily.



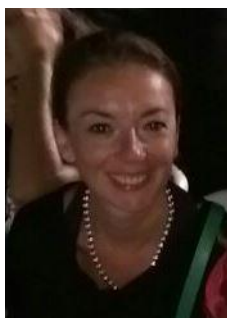
Sarah Aitken is an experienced Eaquals inspector and a member of the Accreditation Panel, moderating Eaquals inspection reports and overseeing scheme standards. She previously served for four years as Eaquals Executive Director and was responsible for advising and supporting language centres that apply to become Accredited Members of our Association.

0900 – 0930

Star Rating for Language Teachers

Lara Panzini
Rhine

This presentation explores the feasibility of creating a star rating system, a system already used by other service industries, to rate language teachers in general and specifically at International House London for Birkbeck university of London. Star rating is fast becoming a key instrument to communicate to potential customers the quality of a service. A key issue, in transferring the rating system from a service industry like hotels to teaching languages, is to understand the value of rating and what students see important when evaluating their learning experience; this was achieved through online surveys for teachers and students, and face to face interviews with academic managers at International House London. Existing examples of star rating in the educational world like Rate My Teacher or Rate your lecturer Rate your lecturer were analysed and compared with existing research on methods to measure quality in the hotel industry and their recommendations. In further education inspections make use of similar tools so their results could be communicated through a star rating style.



Lara Panzini with over 25 years' experience in the education industry, Lara Panzini is Director of Modern Languages at International House London. Lara has taught and trained teachers in the UK and Italy since 1992. She has extensive experience in the private sector and began her career as a special needs teacher in the Italian state education system.

0930 – 1030

Stepping outside the box: using more than the course book

Carole Anne Robinson
Tiber

This session will look at how we can encourage teachers to develop their teaching through judicious adapting and extending of the course book. We will take into account the central role that the course book often plays in our teaching institutions and how this may restrict the types of lessons required by developmental teaching qualifications such as Cambridge Delta and Trinity Diploma. We will work through a range of suggestions aimed to enable teachers to step outside the course book when necessary, creating activities which add to the learners' language development through, for example, noticing and dealing with emerging language. We will also consider how such an approach can become part of the institutional culture and how this, in turn, can be a key factor in teachers' professional development.



Carole Anne Robinson Carole Robinson is a Senior Trainer at NILE and teaches on methodology, language and teacher training courses. She is a CELTA trainer and assessor and is in charge of NILE's Delta Module 2 programme. She has worked in Poland, Spain, Hong Kong and across Europe as a teacher, trainer and manager. Her special interests are discourse analysis, Dogme and bilingual teaching.

0930 – 1030

Make critical thinking part of your teacher toolkit

John Hughes
Rhine

Critical thinking is often viewed as a separate from everyday language learning and teaching. In this presentation, I'd like to reverse this perception. I'll show that by making critical thinking an integral part of our teaching, lesson planning becomes more effective, classroom activities more motivating, and learners more independent. You'll leave with plenty of practical activities to add to your teacher toolkit.



John Hughes is a teacher, trainer and award-winning author. With a 25-year career in ELT he has worked in many different countries and still teaches in Oxford, UK. He delivers face-to-face and online training courses worldwide. With over 30 books, his titles include the course book series Life, Success with BEC Vantage and Practical Grammar. His blog is www.elteachertrainer.com.

🐦 @johnhugheselt

1100 – 1130

Enhancing curriculum design with the Global Scale of English

Vic Stephenson & Mike Mayor
Tiber

Learn more about the Global Scale of English and how International Study Centres, an international education provider, selected the Global Scale of English (GSE), to inform curriculum design for their Academic English Skills module. This case study will illustrate why International Study Centres decided to use the GSE, how they implemented it and what impact it has had on their programme.

Study Group operates its own colleges and also works with leading universities across the UK, Europe, North America and Australasia. Our colleges nurture ambitious students from diverse academic backgrounds and prepare them for success at their chosen university. We provide on and off-campus education through International Study Centres (ISCs) in collaboration with leading universities. Our pathway programmes provide the language, academic and social skills that students need for university progression and continued success in a global society. Study Group language and career programmes create new opportunities for students to fulfil their academic or professional goals.



Vic Stephenson is the Head of English Curriculum for International Study Centres, which partners with 18 Universities in the UK and Europe delivering courses at undergraduate and postgraduate level to international students.

Vic has been involved in English Language Teaching since 1997, and has worked in Poland, Hungary, South Africa and the UK. She been a teacher, a Director of Studies and a teacher trainer, and has worked extensively in the areas of course design, materials development and assessment writing.



Mike Mayor is Director, Global Scale of English at Pearson. In this role, Mike heads up research into creating audience-specific learning objectives aligned to the Global Scale of English, working with Content teams to ensure that these learning objectives underpin all new products and services. On leaving university, Mike worked as a teacher of English in France before entering the world of publishing as a lexicographer. Mike joined Pearson in 2003 and headed up the Longman dictionaries list until his move to the Global Scale of English in 2013. Mike has a BA (Hons) in French Language and Literature and an MPhil in English and Applied Linguistics from Cambridge University.

1100 – 1130

Teaching English with Movies made Easy

Martina Limburg
Rhine

Mooveez enables structured language study through movie dialogues. At Stories Language School we are testing the use of Mooveez as a principal teaching tool (in comprehensive courses as well as in one-off movie lessons) and have designed a teaching methodology that helps reduce most of the obstacles that make utilising movies in the ESL classroom difficult. We have also developed sets of graded lesson plans to go with some of our most popular movies (e.g. Forrest Gump, The Godfather or Mirror Mirror). These plans make use of the authenticity of the language and variety of communication situations that can be found in feature films. We are proud to add that our application won the ELTons award for best ELT application in 2016 and has become a principal teaching tool at Stories Language School. In a workshop (or a series of workshops) that we would like to offer to the audience of your symposium we will demonstrate the ways in which Mooveez can breathe new life into film based lessons.



Martina Limburg is a language teacher and teacher trainer. She holds a degree in English and German philology from Masaryk University in Brno and in Dutch literature from Utrecht University. She has the experience of teaching Dutch and Dutch literature and translology at university and has taught English and Dutch as a foreign language for various language schools for over 15 years.

🐦 @mooveezforteachers

1130 – 1230

Developing Autonomous Learners Through Project Work

Allison Nunziante
Tiber

In this session we will explore the benefits of project based learning and how it ultimately helps to foster a student's ability to become more autonomous in their language learning. In the first part of the session we will examine the theory behind project work, the theory behind learner autonomy, and how project work differs from task based learning. We will then discuss the advantages of project work, as well as issues and problems that may arise during project work and possible solutions for them. Participants will also be exposed to a variety of types of project, which will help to expand on preconceived notions of what project work entails. Finally, we will work on project creation, getting inspiration from course books and your students, as well as ways to include projects in any syllabus or curriculum.



Allison Nunziante began teaching in 2008 in Prague, Czech Republic. She has since worked in South Korea, Vietnam, Spain and the UK. She has held various academic roles during this time, and has taught a variety of classes at all ages. Allison has been a 'DELTA+' Senior Teacher at Eurocentres Brighton since 2016; her responsibilities include teaching, teacher development, and academic coordination.

1130 – 1230

VR as a springboard in language teaching -let's dive in!


Mirjam Jaeger & Gigi Saurer
Rhine

At this workshop you will experience how audio-visual stimulus can enhance learning. Using a specific learning situation, this hands-on demonstration will show how to use VR in the classroom to make language learning engaging, enjoyable and effective.

PLEASE BRING SMARTPHONE AND EARPHONE FOR THIS SESSION



Mirjam Jaeger is a PhD student at the University of Basel. She has taught languages and is currently working on national projects at the Coordination Office of the Migros Club Schools.

 @mirjam_jaeger



Gigi Saurer has been teaching English to adults, for over 27 years. She is currently working on national projects at the Coordination Office of the Migros Club Schools.

1400 – 1510 Opening plenary

Putting language teachers first: Focus on teacher wellbeing

Sarah Mercer
Room: Suite 2

In this talk, we will consider how centrally important the language teacher is for what happens within the classroom, not just in terms of the practicalities of teaching but also in terms of the classroom atmosphere and learner motivation. Essentially, the teacher is the key to all relationships within the classroom and, through various processes such as contagion; they can have a tremendous impact on classroom dynamics, rapport, and learner psychology. If the teacher is not engaged and motivated, then it is unlikely their learners will be. I will argue that as a profession it is time we became a little more teacher-centred and start to focus seriously on teachers' professional wellbeing; firstly, because teachers are valuable individuals, and, secondly, because they are likely to be better teachers if they are happy in their professional roles. In the second half of the talk, we will consider some practical ideas which can help teachers to flourish in their professional roles. In particular, we will focus on what teachers and managers can do to support positive workplace relationships, positive emotions, and opportunities for teacher autonomy and growth.



Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Her research interests include all aspects of the psychology surrounding the foreign language learning experience, focusing in particular on issues of self and identity. She is the author, co-author and co-editor of several books in this area including 'Towards an Understanding of Language Learner Self-Concept', 'Psychology for Language Learning', 'Multiple Perspectives on the Self in SLA', 'New Directions in Language Learning Psychology', 'Positive Psychology in SLA' and most recently 'Exploring Psychology in Language Learning and Teaching', with OUP.

1515 - 1545 Elective session 1

Experiential Learning through Business Simulation Projects

Alex Cann
Tiber

How would you turn £1 seed capital into as much money as possible in just a week? In this talk we will explore how collaborative project work can benefit classes of all ages and levels and help create an immersive learning philosophy in your school.

Experiential learning through business simulation projects can involve team-building, independent research, enterprise skills, time management, target setting, problem solving, creative thinking and interpersonal skills.

I will give you guidelines to successfully set up projects to ensure learners maximise language activation, develop a range of entrepreneurial skills and discover their hidden business talents. The session will end by looking at examples of how learning can be evidenced in an e-portfolio.



Alex Cann is a School Director with extensive management, teacher training and teaching experience in the UK and overseas. He currently works for British Study Centres in Edinburgh. Before moving to Edinburgh, he worked in Spain and South America, as well as managing summer school programmes throughout the UK. Alex enjoys presenting at conferences and is passionate about teacher training and continuing professional development.

How Do We know They're Making Progress?

Nancie Gantenbein & Julie Collins
Seine

As language teaching institutions, we pride ourselves on seeing our learners succeed. But how can we show students, or the companies they work for, that they are achieving success without overly relying on summative examinations? Continuous assessment at International House Zurich-Baden offers learners an alternative or complement to high-stakes examinations or summative assessment. In our context, the benefits to teachers are that it acts as a powerful diagnostic as well as a highly effective tool to measure the impact of our teaching on learning.

In this joint presentation, we'll first break down the ideas behind the concept of continuous assessment. We'll then examine how effective it is in practice, with classroom-based evidence gathered from French, German, English and Italian courses in our school both from the perspective of the teacher and the learner. Finally, we would like to share some strategies for replicating the success had with this approach, with a strong focus on how to implement change and reap the benefits of having everyone on board.



Nancie Gantenbein is a highly experienced teacher trainer and academic management specialist. She is currently the Academic Director at IH Zurich-Baden.



Julie Collins I've been in the training business for many years as a Business English Trainer, HR Manager and member of the Management Team. As Chief Operations Officer at IH Baden I am currently looking at the customer journey, streamlining the admin processes and expanding our palette of courses.

Mentoring the experienced: a rare but tasty treat

Gulcin Cosgun
Rhine

With the common belief that mentoring is crucial in the professional development journey of preservice teachers or beginning teachers who are in the earlier years of their career, mentoring programs for experienced teachers as a part of professional development opportunities are rare. The literature also demonstrates that little is known about the process and their impacts on experienced teachers because there are few studies conducted on this issue. Thus, in this presentation a mentoring model implemented with experienced teachers in Turkey will be introduced and the outcomes of a qualitative research that is conducted under the supervision of Professor Derin Atay to examine the perceived impacts of the program will be reported. Research findings may bring about valuable insights to the discussion of designing effective mentoring programs in order to develop the skills and competencies of the experienced teachers.



Gulcin Cosgun works as a Teaching and Learning Development Team member at Ozyegin University. She received her BA degree in ELT in 2003 and her MA in Management in Education in 2012. She also holds an ICELT certificate and a DELTA diploma. Currently, she is doing her PhD studies in ELT.

Building teachers' assessment literacy through structured video CPD

Ben Beaumont

Rhone

This talk will report on an initial study to help develop teachers' assessment literacy by using free video resources and associated worksheets as part of participating schools CPD programmes for teachers. The series of 12 videos were created in collaboration with Trinity College London and Eaquals and are intended as an introduction to various areas of assessment literacy. Each video introduces one area of assessment literacy, ranging from the use of Bloom's taxonomy in formative and summative assessment practices to practical techniques for conducting diagnostic assessments. With a focus on practical application, each video concludes with recommended reading to help guide teachers in their own further development. The talk will describe how these videos have been piloted used with different teaching centres and report on teachers' feedback on how useful they have been. Based on the feedback from teaching centres, the talk will conclude by giving recommendations for further work in this area and by sharing links for these free online CPD resources.



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

[@BenBeaumont9](#)

Improving your Customers' Experience

Beccy Wigglesworth

Vltava

A wide spectrum of businesses, from banks and insurance companies to hotels and holiday operators, are realising that great customer experience can deliver strategic and economic value in a way that is difficult for competitors to replicate. In simple terms, you can increase revenue.

Customer experience is "The complete end-to-end experience customers have from their perspective". Customers of language schools experience learning in the classroom but interact with the whole school as well: when booking, when changing arrangements, when getting results etc. And many customers never actually enter a classroom – we need to give them as high quality an experience as we give students in the classroom.

This workshop will present the financial case for improving customer experience, and offer practical exercises so schools can start their own transformation projects.



Beccy Wigglesworth is the Operations Manager at International House World Organisation. Beccy joined IH in 2014 from a background in further and higher education. She has been helping IH schools raise their quality and deliver a great customer experience and great learning environment. She has introduced various methods for every school to learn from best practice wherever it is found in IH schools around the world.

1615 – 1645 Elective session 2

1615 – 1715 Weighing the pig doesn't make it fatter...or does it? CPD evaluation under the microscope

Silvana Richardson

Tiber

This practical and interactive session will explore different levels, purposes and instruments that can be used to evaluate Continuous Professional Development (CPD) programmes. I will share the evaluation types and tools that have worked particularly effectively in my organisation to improve CPD planning and delivery by helping CPD designers gain a deeper understanding of the learning needs of teachers and their students. Participants will have opportunities to analyse and assess the fitness for purpose of the evaluation methods used in their schools, and will take away a range of evaluation methods that they could readily implement in their contexts.



Silvana Richardson is Head of Teacher Development at Bell and has worked in English language teaching for over 25 years. She holds an MA in Teacher Education, is PGCE and Delta qualified and has trained teachers all over the world. Silvana is a regular guest speaker at events such as IATEFL and a regular author for Cambridge English Teacher. Silvana is the Head of Programme Quality for the Bell Foundation, the charity that works with British schools and teacher trainers to change lives through language education.

🐦 @laIoli

Teacher training in the 21st century – is CELTA still relevant?

Nick Beer

Seine

In 2016, Cambridge Assessment English undertook a significant piece of research into the motivations and perceptions of 6 different CELTA stakeholder groups: CELTA candidates; personnel involved in delivering CELTA (tutors, assessors and senior assessors), CELTA centres, employers of English language teachers, recently qualified teachers who did not take CELTA and potential CELTA candidates, in order to determine where, if anywhere, changes could be made to better match CELTA to their needs and expectations to ensure that CELTA remains fit for purpose in the 21st century.

This talk will begin with some brief contextualisation, looking at the original purpose and structure of CELTA, as well as its current aims and components. It will describe the nature of the research undertaken in 2016, and highlight some of the key findings and their implications. The talk will end with ideas for future revision and development of CELTA in light of the findings.



Nick Beer moved to Italy nearly 30 years ago to teach English after having worked as a teacher in France, Portugal and the UK. From 1991 he worked for a number of UK publishers including Cambridge University Press, Penguin Books, HarperCollins and Thomson Heinle. Since 2003 he has been with University of Cambridge Assessment English, where he is now Regional Commercial Head, with overall responsibility for Business Development and Marketing in Europe.

Reflection, analysis and action; autonomous career development

Stephen Cadwell & Patrick Creed

Rhine

Career progression and development can often happen in a top-down manner. School directors and managers provide opportunities for teachers to learn new skills and grow existing ones. But if teachers feel that the content of the CPD is beyond their ability, not directly related to their teaching or too challenging, uptake can be slow or minimal, especially among junior teachers (two years or less).

This session will describe a practical method by which teachers can reflect on their teaching, and then locate an area of their work in need of development, under the supervision of senior colleague. This aspect is researched and formally analysed. The solution, or new approach, is then applied in a class setting, again under the observation of that senior colleague. Accordingly, the learning and practice are born out of a teacher's actual experience and solutions are applied directly back to that teaching in a present and immediate way.

This session will present the theory behind this approach, the method itself, and a case study of three examples from early 2017 in Galway.



Stephen Cadwell was awarded his PhD in philosophy from University College Dublin in 2012. Since then he has been teaching in Galway Language Centre where he specialises in IELTS and academic writing.



Patrick Creed is the director of Galway Language Centre. He also works as a Cambridge Examiner (FCE/CAE/CPE) and as a TIE examiner.

"Do you have a teaching background?" Managing academics for non-academics

Benjamin Delahaye

Rhone

Being responsible for a team of language academic staff can be daunting to a manager who does not have previous experience in teaching a language. How can one achieve the credibility and respect necessary to lead an academic team? How can one make good policy decisions when one is less knowledgeable than one's direct and indirect teams?

This talk will provide practical ideas for managers who do not have a teaching background, from the first day in the role to leading annual strategic sessions:

- how to work on your knowledge gap in order to familiarize yourself with academic concepts,
- why you should prioritize being in the classroom to get a pulse for the state of academics in your schools,
- how your strengths in other areas can improve the lives of your academic colleagues in unexpected ways.



Benjamin Delahaye After having held several positions at EF Education First in sales and finance, Benjamin Delahaye is now Vice President of Academic Development and Operations. He coordinates a team that creates educational material for EF students and oversees the operations of academic quality in EF schools.

Developing coherent strategy in turbulent times

Chris Moore

Vltava


ELT schools face intensifying competition, often for shrinking profit margins, in an unstable market being redefined by technology, mass media, supplier power and rising levels of English in state education - primary through to tertiary. To compete and grow an organisation needs to combine the freedom and experimentation of entrepreneurial activity with disciplined strategy formulation to offer your customers a clear and distinct value proposition.

This talk looks at adopting a lean strategy approach to take advantage of growth opportunities, whether it be to deepen an existing competitive advantage, adopt a different business model, or generate new demand and capture a new market.

In it, you will look at tools such as the Value Pyramid, the Value Proposition Canvas, the Business Model Canvas, the Ansoff Matrix and the Strategic Sweetspot.



Chris Moore is founder and MD of Specialist Language Courses (SLC). SLC is the UK's leading provider of Medical English training, working with NHS Trusts, private healthcare groups, international medical universities, pharmaceutical companies and medical professionals. SLC has also published online English courses for Oil & Gas and Safety at Work.

 @mr_chrismoore

1645 - 1715 Elective session 3

What does the new 'Companion to the CEFR' mean for LOLA?

Dave Allan

Seine

This talk will present work done and still to be done to explore the ways in which the new 'companion' documents to the CEFR can be exploited to the benefit of LOLA, Learning Oriented Language Assessment. It is difficult to predict precisely at this stage what the practical potential is, but my colleagues and I are hoping that it will be possible to design better descriptors for rating scales across a range of different languages, starting with what we hope to do in English.



Dave Allan is President and Founding Director of NILE, which has provided training/CPD for over 40,000 teachers since 1995. The author of the Oxford Placement Tests and a long-term past co-ordinator for TEASIG, Dave has been involved in TEA for over 40 years. His recent work in TEA includes the development of national exams and delivery of NILE's online TEA courses, as well as an interest in LOLA.

The English UK Diploma in English Language Teaching Management (DELTM) is a well-established qualification existing in both UK and international versions and is one of the few qualifications for management staff in the language teaching industry. This talk will look at how the programme addresses routine-level skills across a range of areas such as human resource or financial management, the theories that underpin them and how managers can develop and contribute to a strategic vision for their organisation. We will provide specific examples of how the programme has addressed the needs of both organisations and the managers who work for them.



Sarah Cooper is Chief Executive of English UK, the national association of accredited English language centres in the UK. Sarah was previously in senior management in international education at a leading London FE college, having started there as a teacher in ELT. Prior to that she pursued a successful business career in private industry, specialising in marketing and strategic development.

 @sarahcoopereuk

“OK, another accreditation. What’s the point?”
Donald Staub

Examining the outcomes of a voluntary accreditation process within a school of foreign languages

Rhone

For two decades, attention to quality and accreditation in higher education has been increasing. Many schools and individual programs seek accreditation for top-down reasons. There is also a population of private higher education institutions seeking accreditation to stand out in a crowded market. This somewhat voluntary pursuit of accreditation raises two important questions. First, how do staff perceive the outcomes and the value of this “voluntary” process? Second, given that many institutions are seeking accreditation for the first time, is there a strategic approach that helps effectively prepare for this rigorous process? This session explores these questions through a case study where SFL staff were asked to share perceptions of the outcomes and value of a recently completed accreditation process. Second, using Bolman and Deal’s Four Frames for organizational analysis, this research proposes a strategic approach to analysing the institutional context and laying a foundation upon which successful and sustained quality assurance and accreditation efforts may rest.



Donald Staub as a doctorate in Educational Leadership and is an assistant professor at Bandirma Onyedi Eylul University in Turkey. He has over 15 years of quality assurance and accreditation experience in the US and Turkey, most recently serving as Quality Assurance Coordinator in the SFL of Isik University (Istanbul).

Turning negative feedback on social media into a marketing tool: a case study
Nadezhda Lyubich & Walter Denz

Vltava

A case study of student complaints concerning academic management, extra-curriculum activities, study material, student accommodation, teachers' professional skills and attitude; the way they were handled by the institution and became marketing opportunities.



Nadezhda Lyubich Director of Studies, graduated from St. Petersburg State University with a degree in Russian as a Foreign Language in 2001, has more than 20 years of teaching experience. She joined Liden & Denz in 2015.



Walter Denz, who graduated from St. Gallen University (Int. Relations) and later from LSE, has founded first private school of Russian as a Foreign Language in 1992.

This plenary examines fundamental challenges for leaders, focussing on common personal objectives. The transformational leadership model, being accessible to a people manager audience is chosen as a guiding framework and the principle responsibilities for leaders are positioned within this model. This provides a very clear structure and mode of questioning which will facilitate communication; enable tight alignment of learning strategies, while also ensuring retention and ease of application by participants.



Yseult Freeney has completed her PhD in Psychology in University College Dublin as a UCD Scholar. Her research centres on work engagement, the creation of positive, fulfilling work experiences and the management of engagement and wellbeing through transitions in people's lives.

Yseult was awarded an IRC Post-doctoral Research Fellowship in 2009 to continue her work in the area of work engagement in Trinity College Dublin. Yseult has extensive experience in leading cutting edge healthcare research. For almost a decade, her work has focused on the practice environment of nurses and midwives, most recently leading an investigation of work engagement in the Dublin maternity hospitals. Her work has also included a large scale study of junior physicians' experiences of work and professional training. In line with her expertise in the area, Yseult acts as a regular reviewer for the top ranked International Journal of Nursing Studies.

Yseult Freeney's publications to date include Human Relations, International Journal of Nursing Studies, Learning and Individual Differences, Journal of Health Organization and Management and the British Educational Research Journal. She also acted as Co-Editor of the Encyclopaedia of Management: Organisational Behaviour Volume in 2014.

Yseult has extensive experience in graduate and executive education in the areas of leadership, work and well-being and organisational change. She is currently Chair of the DCU Masters in Work and Organisational Behaviour/Psychology. She has won awards for her excellence in teaching, being shortlisted twice for the DCU President's Excellence in Teaching Award while she was awarded a regional teaching fellowship by the Dublin Region Higher Education Alliance.

Day Three: Saturday 28 April

0900 – 0930: Elective session 4

Beyond the classroom: motivating language learners to succeed

Ekaterina Fleisher & Anna Karlova

Tiber

There is no doubt that well-designed course programmes and qualified staff are important to provide language learning of high quality, but it doesn't mean that the only thing that students can do between the lessons is their home task. Is there any possibility to involve them in learning process in their everyday life?

Another factor that inspired us to create a special tutorial system and series of workshops for our students was the problem that we faced working with Russian adult learners: in some cases the traditions of Soviet education, they are used to, prevent them from accepting new technologies and communicative approach. As a result we tried to find new ways of supporting our learners in order to encourage them and to make them speak, taking the best of the old traditions and the new technologies.

This combination offers a variety of different forms of language learning process which motivate language learners to succeed.



Ekaterina Fleisher has worked in Academic system for over 5 years as a teacher of Russian as foreign language and has PhD in Russian language. Currently works as a head of foreign language department in Derzhavin Institute, where she coordinates both marketing strategies and academic development.



Anna Karlova has 25 years teaching experience, 16 years of which in the position of Head of Italian Department in Saint-Petersburg State University, co-author of Intensive Course of Italian Language and author of other textbooks and tutorials. Today Anna is Academic Manager of Italian Language and Culture Centre in Derzhavin Institute.

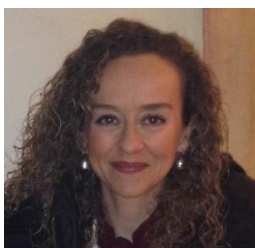
Designing a language programme based on the needs of administrative staff

Dr Julia Zabala &
Dr Cristina Pérez-Guillot

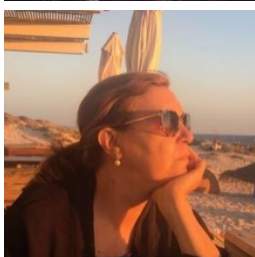
Seine

The internationalisation of European universities has encouraged internationalisation strategies in Spanish Universities where English has become the “lingua franca”. The Linguistic policy framework document for the internationalisation of the Spanish university system (CRUE, 2016) set out the steps for the training and accreditation in foreign languages of university students and staff, emphasizing the role of administrative staff as facilitators of international actions.

This paper describes a proposal for a language programme designed to suit the different profiles of administrative staff working for universities. We carried out a needs analysis amongst university administrative staff to identify their needs, not only as regards language learning but also as regards medium of instruction and course structure and contents. Based on their identified needs, skills, preferences and motivation to follow a training course, we designed a programme that could increase motivation and maximise their effort while optimising the university's resources.



Dr 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.



Dr Cristina Pérez-Guillot is a Senior Lecturer of Business English at Universitat Politècnica de València, Head of Language Centre and President of ACLES (Spanish Association of Language Centres in Higher Education)

Developing a safeguarding culture

Sarah Cooper

Rhine

This talk will look at how language training organisations can take a practical, holistic approach to safeguarding children and vulnerable adults in their care. Drawing on a number of sources, including UK law, the current Accreditation UK inspection criteria for welfare and care of under 18s and a number of case studies, we will look at:

- What is meant by safeguarding
- The safeguarding policies and procedures that should always be in place
- How these can be effectively implemented
- Ensuring that the organisation and all who work there are fully committed to creating a safer school culture



Sarah Cooper is Chief Executive of English UK, the national association of accredited English language centres in the UK. Sarah was previously in senior management in international education at a leading London FE college, having started there as a teacher in ELT. Prior that she pursued a successful business career in private industry, specialising in marketing and strategic development.

 @sarahcoopereuk

Bringing the New CEFR Descriptors to life

Thom Jones

Rhone

The publication of the Companion Volume to the CEFR brings many changes and opportunities. These new developments pose a particularly tricky challenge for telc - language tests. On one hand, we develop examinations in several different languages. On the other hand, in our work with the Federal Office for Migration and Refugees, integration is particularly relevant. Lastly, we are facing a relentless drive toward digitization in the 21st century. How do we square this circle?

At telc - language tests, we have taken the challenge as an opportunity to review and modernize our current products and to develop a new range of state of the art tools for assessment. I will discuss how we have folded the new scales into our existing program and how we use the scales as an inspiration.

I will show the process we use to develop the materials and give examples of the materials we have developed. More importantly, I will also explain how it is possible to assess according to the new criteria, especially in mediation.



Thom Jones has lived in more than a dozen countries and delivered training in over 70. He is principal of Oxford College International summer programme for SBC and runs his own company: Brock Solutions Agency. He presents regularly around the world on a range of topics. He is also a freelance trainer in business and management, and a consultant for telc.

 @thomasremjones

0900 – 1005 Happy Staff, Happy Life

Erik Dostal & Katerina Keplova

Vltava

When your staff is not happy, your customers are not happy. Whether we talk about your teachers, your receptionists or your occasional intern, the staff need to be happy and comfortable in their work to make learning happen. Yes, learning does not take place where there is no smile and no commitment. Keeping your staff happy and motivated is the key to a successful learning/teaching environment. Benefits come in all shapes and sizes, and we will offer some practical solutions of how to work with your team and create an atmosphere of loyalty, support and teamwork.



CA Institute, established in 1997, offers a personalized language education in an intercultural and modern setting. Our goal is to further develop individuals' abilities to communicate effectively and to provide above standard services.

Erik Dostal: Founding Director

 @CAInstituteBrno



Katerina Keplova: Director of Studies with experience of assessment and validation

0935 - 1005: Elective session 5

Medical Files - a Resourceful Tool in Teaching Medical English

Stanca Ioana Bucur
Tiber

A very important aspect of teaching English to medical students refers to practical methods of introducing vocabulary. Students should be encouraged to use a rich amount of medical terms in oral communication and become able to carry on doctor-patient or doctor-doctor dialogues just as they take place in hospitals. Authentic materials on case history and clinical reports are a great and valuable source for a variety of group activities that would enhance students' interest in learning as well as increase their confidence in their communication skills.

Key words: communication skills, case history, group activity, abbreviations.



Stanca Ioana Bucur is assistant professor at the Foreign Language Department of University of Medicine and Pharmacy of Tîrgu-Mureş. She has been teaching medical students for fifteen years. Her main interest is teaching English for medical purposes in specialized fields of medicine: English for general medicine students, English for dentistry students, English for nurses.

Staff Training and Development - Begin from Within

Patrick Creed
Seine

Language schools and training centres want to provide the best training they can for their students and have motivated, interested and educated trainers who are themselves developing their own skills and abilities as they work. Providing training can be costly and not every school has the budget needed to meet these needs. We want to look at a model for training that starts within the organizations - what skills do you already have, who already has quality ideas and training, how can you tap into this and what can you do to keep training and development on track in your organization - at a low cost.

Finally we want to provide a list of potential workshops to get your organization started and a model to follow up on training, to assess the results of the training scheme - in action in the classroom.



Patrick Creed is an English Language Teacher, Examiner and Teacher Trainer with 21 years' experience in areas including Director of Studies, Academic Management, Teacher training (CELT / Delta), Marketing and Financial Management of language schools in Ireland, Italy, Greece and Australia. He has a keen interest in CPD and staff training and development.

Labelling and Typcasting People: Uses and Abuses


Loraine Kennedy
Rhine

It is common practice in life and at work to attribute 'type' to people, in order to better understand them. From identity criteria to psychometric tests, team roles or generational descriptors, we seek to understand people through stereotyping and labelling. We do this often at a conscious intentional level at the beginning of a relationship, and then, when we 'know' someone well, our unconscious bias may set in. In coaching, the objective is to go beyond descriptors in order to appreciate the 'whole person'. These classification tools are not good or bad in themselves; in fact they are deeply fascinating! In this talk, with audience participation, let's look at to what extent such labels and typecasts are beneficial, but also where the dangers lie.



Loraine Kennedy is an independent coach, consultant and trainer. She is also on the IATEFL Leadership and Management Special Interest Group. She trained and qualified as a life and executive coach in 2002. She has 30 years' experience in education and ELT, 20 of those in leadership roles. Her passion is in helping people to fulfil their full potential and she enjoys helping individuals become successful leaders despite the pressures and challenges in organisational life in an ever changing world. She works extensively with educational associations, schools and universities across the world.

www.lorainekennedy.com

 @lorainekennedy

As English increasingly becomes the language of communication for international companies, so the pressure on governments and institutions grows to ensure that employers have a linguistically skilled workforce to draw on. At the same time, there is disillusionment with existing assessments that are used to demonstrate work-readiness, a disillusionment shared by both employers and employees. In research carried out by Pearson and LinkedIn, only 7% of employees felt they were able to communicate effectively at work. Could one reason for this dissatisfaction be the fact that current assessments have been based on proficiency frameworks that were not designed to measure English as it is used at work?

This presentation looks at the development of a proficiency framework for the workplace: the Global Scale of English Learning Objectives for Professional English. The presenter will give an overview of the project to develop business-specific learning objectives aligned to both the Global Scale of English (GSE) and the Common European Framework of Reference for Languages (CEFR) before reporting on a second phase of the project: identifying the key language skills required for specific jobs. This phase involved aligning GSE Learning Objectives for Professional English to the job tasks specified for over 200 roles in the O*NET database, a jobs database sponsored by the US Department of Labor, Employment and Training Administration.



Mike Mayor is Director, Global Scale of English at Pearson. In this role, Mike heads up research into creating audience-specific learning objectives aligned to the Global Scale of English, working with Content teams to ensure that these learning objectives underpin all new products and services. On leaving university, Mike worked as a teacher of English in France before entering the world of publishing as a lexicographer. Mike joined Pearson in 2003 and headed up the Longman dictionaries list until his move to the Global Scale of English in 2013. Mike has a BA (Hons) in French Language and Literature and an MPhil in English and Applied Linguistics from Cambridge University.

1010 - 1040 Elective session 6

The impact of state-sector CLIL/Bilingual programmes in Spain: A change is gonna come?

Michael Connolly
Tiber

Many governments see a bilingual approach to learning English as a quicker, more effective way of getting young people to the levels necessary to meet current and future demands of study and work. This is especially true in Spain. The British Council's "Bilingual Education programme" with the Spanish Ministry of Education began in 1996 with 1,800 3 & 4 year olds in 44 schools. In September 2017 the new school year started with well over 1 million school children in Spain at infant, primary and secondary levels learning one or more school subjects in English. Half of the schools in Madrid are now part of the Madrid government's Bilingual Programme. Are these programmes successful? What is their impact? In this presentation I will look at how state-sector programmes are developing and some implications for the teaching and learning of English in the private sector. Are we becoming irrelevant?



Michael Connolly is the British Council Head of English for Education Systems in Europe, based in the Czech Republic. He is responsible for the leadership and management of teacher development projects across the EU region having previously worked in Japan, Spain, Egypt, Morocco, Jordan, the Palestinian Territories and India.

Your exits are here, here and here

Shaun Wilden
Seine

At what point do students exit their lessons? At the end, or mentally when they become severely challenged? Students rarely announce their struggles and asking for hands-up is not that effective. This talk presents ways teachers can gain better insights into how well their students are learning by utilising mobile devices and the concept of exit tickets for informal evaluation.



Shaun Wilden is a teacher trainer, materials writer and teacher of English with more than 25 years of classroom experience.

Amongst his roles, he is the academic head of training and development for the International House World Organisation and a trustee of IATEFL. His latest book, *Into the classroom: Mobile Devices* was published by OUP in 2017.

[@shaunwilden](#)

Managing language education: how can the OUP-Eaquals publications help?

**Richard Rossner & Mila Angelova
& Ela Jarosz**
Rhine

In this session, the presenters will explore with participants some of the many challenges facing those involved in language education management and ways in which these challenges are dealt with, referring to some of the activities included in this series of books. The contents of the three titles in the OUP-Eaquals Language Education Management series, which all draw on key aspects of Eaquals' work over the years, will be briefly outlined, and some examples given of the how topics are covered and how the books can help academic managers.



Richard Rossner was a co-founder of Eaquals and has served as its executive director and chair. He is engaged in projects that are part of the current work programme of Council of Europe and European Centre for Modern Languages.



Mila Angelova works at AVO Language and Examination Centre, Sofia as Head DOS and Teacher trainer. Her main experience lies in: in-service / pre-service teacher training, course / curriculum design, testing and assessment, academic and administrative management, use of online resources and platforms. Her main contribution to Eaquals academic work is connected to many CEFR-related projects, creation of the Core Inventory for General English, participation in the set-up of the Eaquals Certification Scheme. As Vice Chair academic she contributes to the contents and format of the conferences.



Ela Jarosz is a member of Eaquals Certification Panel; she has contributed to the Eaquals Certification Scheme and the implementation of Eaquals CEFR-based Certificates of Achievement.

Confessions of an ex-DoS: 9 things I wish I'd known!

Michael Riley
Rhine

Now in full recovery from his previous life as a school manager, Mike reflects on the leader he could have been. Taking inspiration from beyond the worlds of education and ELT, Mike looks for practical tips on how he should have done it. What can the first women to serve on the US Supreme Court teach us in these challenging times? Can a fictional TV character really help us to get things done? A leadership lesson from Elvis Presley? Seriously? And can sports coaches and cartoon characters really help us motivate ourselves and others? There is plenty we can learn from other fields to help us become better managers and leaders.



Michael Riley - Now settled in the UK where he works as Teacher Training Manager at Macmillan Education, Mike spent over a decade in management positions at International House Milan. He has been passionate about leadership ever since studying American History at university.

Imagine offering guarantees on student progress, being able to offer a better education in a shorter time by harnessing the best practices of your teachers and sharing them across your entire team. Picture targeting a student's specific weaknesses with online learning to help keep them up to speed with a class, or making better use of class time by giving students directed, out-of-class work. The purpose of online learning in a language school should be simple—get better learner outcomes. New GEL with CourseQual is all about harnessing data and using technology to monitor progress and improve results. Using examples from myEurocentres, Bell and others, we are going to discuss how schools are using GEL to improve the quality of their courses.



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.

1115 - 1215 Elective session 7

Project based learning – Reflective practice, constraints and learner outcomes

Ellie Slattery & David Moran & Ankie Janssen
Tiber

This workshop is based on action research exploring the practical application of PBL in multilingual classes from A2 to C1, with adults, young learners and CLIL teacher-training course participants. In our introductory talk we discuss our definition of PBL and how we integrated specific projects into our existing syllabi. We focus on the benefits our students and teachers reported, the challenges we faced, and how we adjusted to the varying needs of the learners. In the interactive portion of the session, we share some of the projects undertaken by our classes and outline how we used project stages and reflection to increase transparency for the learners and provide structure.

Participants will then be invited to discuss and compare their ideas about PBL and cooperate on a mini-project designing project aims/stages for their own teaching contexts. We will also consider the role of teacher as 'facilitator', look at the practicalities of following the students' lead, and discuss 'raising the stakes', by publishing the final product, as a way to increase student engagement.



Ellie Slattery is a bachelor of Psychology and Sociology graduate of UCC and holds a higher diploma in Education. Her background is in ABA, Kindergarten and primary education. With 12 years in ELT, she has taught in Ireland, Australia and the UAE. She has experience training CLIL, teacher refreshers, pre-master's students and also in examining, syllabi development and assessment design.



David Moran after completing his MA in English in 2004, David Moran decided to "try ELT for a year" but liked it so much he has been working in it ever since. A senior teacher at CEC, he is active in syllabus and materials development, teacher training for CLIL and TKT, examining, and Pre-Masters programmes.

 @ChrisB95216897




Ankie Janssen has a Masters degree in Historical Research. She taught Dutch as part of the Lifelong Learning, Leonardo programme, funded by the European Commission at Cork College of Commerce. She is currently teaching at CEC and has been working in ELT for 4 years. Her experience includes teaching general English classes, Pre-Masters programmes and various exam classes. She is a trainer for CLIL and Teacher Refresher courses and has experience in syllabi and material development.

This session explores practical pedagogic exploitation of the new Companion Volume to the Common European Framework of Reference for languages, published by the Council of Europe for dissemination during 2018. The Companion Volume provides a handy compendium of the CEFR illustrative descriptor scales, and includes significant additions developed in a recent research project that followed the same methodology and large scale validation process as the original CEFR. These additions include new scales in the areas of mediation, plurilingual/pluricultural competences and multi-modal interaction, which significantly extend and enrich the range of competences described in the CEFR, and their relevance to 21st century goals in language education. Participants will consider how these new areas can be selectively interpreted into course learning aims that are relevant to their own context, and ways in which these aims might inform the design of classroom tasks that are engaging and relevant for language learners, drawing on examples taken from the institutional piloting phase of the project.



Tim Goodier is Head of Academic Development at Eurocentres, and has worked in ELT for over 17 years as a teacher, project manager, examiner, course-developer, writer, school inspector and teacher-trainer. In his current role he has senior oversight of quality and innovation at Eurocentres, and was a member of the authoring group for the new CEFR Companion Volume published by the Council of Europe.

 @_tgoodier

Towards a Common European Framework for Language Teachers

**Lukas Bleichenbacher &
Richard Rossner**
Rhine

The workshop will first present an update on this exciting ECML (European Centre for Modern Languages) project, now half-way through. The team has so far created a first version of a website that showcases important frameworks and background texts for teacher education and development, and an inventory of key teacher competences, partly based on a synthesis of existing competence models, which seeks to link teacher competences to relevant developmental experiences in teacher education and CPD. Another question for discussion will be to what extent teachers and other stakeholder could benefit from a new common framework for language teachers, not just in the foreign languages sector, but also in other areas, including the language(s) of schooling, and different kinds of language teaching for specific purposes. Participants are requested to bring along a tablet or laptop to enable them to view and discuss the draft versions of the website and inventory.



Lukas Bleichenbacher is a teacher trainer for English and foreign language methodology at the University of Teacher Education St. Gallen (PHSG) in Switzerland. As a researcher with the Institut Fachdidaktik Sprachen (IFDS) at PHSG, he has contributed to various projects related to teacher competences, foreign language learning, and plurilingualism.



Richard Rossner is a co-founder and former chair of Eaquls, and continues to work for the association as an inspector and consultant. He was closely involved in the EPG project and led the development of the Eaquls Framework for Language Teacher Training and Development.

This session is an exploration of why conflict occurs and when it can be positive. It also examines practical tips for channelling healthy conflict in teams and organisations. The sessions will also consider contributory roles of power, politics and social norms in the workplace. The role of Devil's Advocate and the importance of assertive approaches as practical leadership approaches will be presented.



Yseult Freeney has completed her PhD in Psychology in University College Dublin as a UCD Scholar. Her research centres on work engagement, the creation of positive, fulfilling work experiences and the management of engagement and wellbeing through transitions in people's lives.

Yseult was awarded an IRC Post-doctoral Research Fellowship in 2009 to continue her work in the area of work engagement in Trinity College Dublin. Yseult has extensive experience in leading cutting edge healthcare research. For almost a decade, her work has focused on the practice environment of nurses and midwives, most recently leading an investigation of work engagement in the Dublin maternity hospitals. Her work has also included a large scale study of junior physicians' experiences of work and professional training. In line with her expertise in the area, Yseult acts as a regular reviewer for the top ranked International Journal of Nursing Studies.

Yseult Freeney's publications to date include Human Relations, International Journal of Nursing Studies, Learning and Individual Differences, Journal of Health Organization and Management and the British Educational Research Journal. She also acted as Co-Editor of the Encyclopaedia of Management: Organisational Behaviour Volume in 2014.

Yseult has extensive experience in graduate and executive education in the areas of leadership, work and well-being and organisational change. She is currently Chair of the DCU Masters in Work and Organisational Behaviour/Psychology. She has won awards for her excellence in teaching, being shortlisted twice for the DCU President's Excellence in Teaching Award while she was awarded a regional teaching fellowship by the Dublin Region Higher Education Alliance.

Applying the Business Model Canvas to your Business

Chris Moore
Vltava

The Business Model Canvas is used by companies worldwide for effective business planning.


The Canvas takes your business model out of your head and puts it on a one-pager, analysing who your customers are; your relationships with them; your value proposition; the key activities, resources and partnerships needed to deliver what you promise; and your resulting costs and revenues.

The Canvas' visual framework shows what you're doing right, what needs changing, and where risks are present. It enables you to strategize with your team using a common language, reflect on how you operate and make your profits, analyse competitors, identify opportunities for innovation, and plan for growth.

This workshop goes through how to use the model to support your business. Working collaboratively, you will make a start on your own BMC, which you can then take away and complete with your team.



Chris Moore is founder and MD of Specialist Language Courses (SLC). SLC is the UK's leading provider of Medical English training, working with NHS Trusts, private healthcare groups, international medical universities, pharmaceutical companies and medical professionals. SLC has also published online English courses for Oil & Gas and Safety at Work.

 @mr_chrismoore

1215 - 1315 Elective session 8

Embedding Assessment into Project Based Learning

Katie Greig & Rachel Dowling
Tiber

Project Based Learning is a growing educational trend, due to the promotion of critical thinking skills and recognition of the value of learner autonomy and is now becoming seen as a useful tool in the language classroom. Projects can be used to exploit key language areas and encourages learners to work with the language inside and outside the classroom. The emergence of technology in the classroom has made it possible for learners to research and present final products to a high standard, yet assessment of projects remains a key issue and poses a number of challenges for the teacher.

In this session we aim to analyse and evaluate different forms of assessment and offer practical suggestions of when, where and how to assess during the project. Concrete examples of assessment are shown and the merits of democratic assessment, along with formative and summative assessment are discussed, with participants invited to share their experience. We also look at the tools of assessment, including rubric based assessment and work with participants to create their own rubric within the workshop.



Katie Greig & Rachel Dowling have been involved in education for 13/16 years respectively. Both work as teachers and teacher trainers at Alpha College of English in Dublin. Their research areas of interest include Project Based Learning, CLIL, integrating technology in the classroom and assessment. They currently teach young adult and adult learners in their institution.

🐦 @therachelbot

Integrated skills assessment in practice

Thom Kiddle & Eaquals Assessment Group Members
Seine

This workshop will be led by members of the Eaquals Assessment Group and focus on the advantages and challenges of taking an integrated approach to the assessment of language skills. We will look at current practice from institutions and exam providers, and tackle the issues of task design, scoring, feedback and alignment to frameworks. The workshop will be practical in nature, with the chance to try out some integrated skills assessment tasks, and the opportunity to share thoughts on best practice and the relevance of an integrated approach in our different contextual realities.



Eaquals Assessment Group Members:

Ben Beaumont (Trinity College London)
Tim Goodier (Eurocentres)
Sue Hackett (QQI)
Emma Heyderman (IH Lacunza)
Thom Kiddle (NILE)
Gerda Piribauer (CEBS)
Claudia Pop (TestDaF)
Beata Schmid (EF)
Belinda Steinhuber (CEBS)
Varinder Unlu (Glion University)
Anthea Wilson (Trinity College London)
Joanna Wrzesinska (ETS)
Alex Thorp (Trinity College London)

A Coaching Approach to Teacher Development

Duncan Foord
Rhine

The tools and techniques we practice in this workshop will help you direct your own professional development and help others with theirs. We will work on setting and managing goals, how to connect effectively with your colleagues and how to integrate assessment and formal training in the development of your skills and your career.



Duncan Foord is the Director of OxfordTEFL, Barcelona. He has 30 years experience in language teaching, teacher training and school leadership and management. He is the author of "From English Teacher to Learner Coach" (with Dan Barber, The Round 2014), "The Developing Teacher" (Delta Publishing, 2009) and is the lead trainer and coach on the OxfordTEFL Leadership in ELT course.

Mind the Gap: Inter-generational approaches to management

**Julie Wallis & Fiona McArthur
& Megan Walker**
Rhine

Three women, three levels of management, three generations. Julie, a school director and Baby Boomer, Fiona, a DOS and Gen X-er and Megan, an ADOS and Millennial, will explore how different generations prefer to manage and be managed. This workshop addresses the reality of leading and working inter-generationally, with case studies and practical examples to help you Mind the Gap.



Julie Wallis Baby Boomer, has been Director of the London School, Thiene for 25 years.



Fiona McArthur Gen X-er, worked as a Senior Teacher for many years before taking on the role of DOS at the London School in 2016.



Megan Walker Millennial, worked first as Young Learner Coordinator for several years, also joining the London School in 2016 as Assistant Director of Studies.

Using an online tool to benchmark texts to the CEFR: Textinspector.com

Andrew Bax & Bruce Bax
Vltava

New online text analysis tools can offer teachers and test designers important new insights into the difficulty level of texts to use in testing and teaching contexts, and also important tools for validating language tests. This talk examines a high-powered web-based text analysis tool called TextInspector.com. It discusses the tool's growing research base, namely the analysis of thousands of Reading, Listening, Writing and Speaking texts and transcripts, benchmarked to the CEFR, which lay behind the development of the metrics used in the tool. It then demonstrates the potential of the tool for teachers, learners, materials designers and test developers, and a programme for developing similar text analysis tools for other languages such as German, French and Spanish.



Andrew Bax spent 8 years involved in developing TextInspector.com and the Lexical Profile © with his father Dr. Stephen Bax – Professor of Modern Languages and Linguistics at Open University, UK. Stephen was awarded the TESOL Distinguished Research award in 2013. Since Stephen's passing in November 2017, Andrew has come together with family, friends and colleagues to implement Stephen's plans for TextInspector.com – winner of the 2017 ELTons award for Digital Innovation.

 @txtInspector_com



Bruce Bax has worked in EFL and EAP since 1990 when he took his first teaching post in Komarno, then in Czechoslovakia. He has been a teacher trainer, CELTA tutor and Director of Studies for International House schools among others. Since 2008 he has worked for INTO Newcastle, where he is currently Deputy Manager for Academic English.'

1415 - 1520 Elective session 9


Transforming Thinking about Thinking Skills

Alan S. Mackenzie
Tiber

Traditionally, Bloom's taxonomy of the cognitive domain (only one of Bloom's four taxonomies) has been represented as a pyramid. This hierarchical, discrete-level, graphic representation, along with the terms HOTS and LOTS, colours our perception of what thinking skills are and how they work. Recently, a number of alternative representations have emerged and the taxonomy is being reconsidered and indeed re-imagined. This presentation looks at alternatives to the traditional view along with different approaches to integrating thinking skills. Participants will explore contrasting metaphors for representing thinking skills and look at current thinking about thinking from the perspective of neuroscience. Taking all this into account we will consider the implications for the language classroom and what potential changes we need to make to bring our practices into alignment with current research.



Alan S. Mackenzie has been an English teacher for 29 years. He managed ELT change projects across East Asia and started his career in Japanese language schools and universities. He is now a Director of TransformELT. Previously, he was Academic Director of NILE and the BC PEELI project (Pakistan). He has also been adviser to a number of education ministries and Senior Training Consultant for BC India.

 @alansmackenzie

Testing tests. Realising the potential of assessment practices

Alex Thorp
Seine

Through the lens of contemporary developments in testing theory, this practical session explores the pitfalls and potential of assessment practices, revealing how developing a progressive assessment literacy can enable teachers to unlock a fuller learning experience.

Assessment is central to what teachers do. However, there is wide disparity as to the role of assessment. Opinion varies from a necessary evil that absorbs resources to a fundament of contemporary teaching methodology that helps optimise learner outcomes.

The session aims to demonstrate that through application of a greater understanding of assessment, explored through analysis of assessment approaches and tasks, teachers can implement testing practices that ensure a positive washback that is having a positive effect on the teaching and the learning outcomes. Attention will also be given to the potential dangers when applying summative assessments, and guidelines given on how these can be avoided.



Alex Thorp is the Lead Academic for Language at Trinity College London and has a background leading a teacher training department. With special interests in Assessment, Neuro-linguistics and Evidence-based Teaching, he presents the world over with the aim of supporting best practices in language teaching.

 @alexthorp1

Mentoring as the Foundation for Effective Teacher Development

Chris Farrell
Rhine

This session will seek to clarify the need for an effective mentoring system in teaching institutions and offer some practical suggestions for creating and implementing such a system.

It will address:

1. Research-based evidence into the lack of clarification and consistency in how language institutions go about mentoring novice teachers.
2. The current theory and trends in mentoring across all fields of education and how these may be relevant and applicable to the language teaching field.
3. Practical strategies for tailoring and implementing an effective mentoring programme in a language institution.
4. A discussion on implementing some of these strategies and some of the barriers to efficacy which may arise.

The primary focus will be to deal with how an institution can best use the mentoring period (typically post-initial training) to help lay the foundations for an effective teacher development programme by training the teacher in self-reflection techniques and allowing them to form fruitful habits and become independent in their own developmental process.



Chris Farrell is Head of Teacher Development at Centre of English Studies Ireland and UK. He holds an MA and a Cambridge Delta and regularly speaks at international conferences. He is a committee member at IATEFL TDSIG and is the founder and coordinator of the Trinity Irish Research Scheme for Teaching. He is a former co-editor on the Equals Members' Blog.

 @ChrisPatrickF

How to 'gain a strength' in teaching?


Josh Round
Rhône

Accreditation inspections play an important part in how a Language Teaching Organisation develops, providing external assessment on performance. Most LTOs would aim to achieve 'excellents' across the various inspection scheme criteria. But the one section which all LTOs want to 'gain a strength' in, is Teaching – that is after all the essence of what we do.

But have you ever led a team of teachers through an inspection, whose teaching is deemed only to meet expectations, not exceed them? It can be immensely frustrating, feeling that on the day, the quality of your teachers has not shone through. This workshop will aim to look at the big-picture systems you can use to develop an excellent teaching team, as well as zoom in on the steps you can follow to prepare your teaching team for an inspection, and ensure they are ready to show their best when it matters.



Josh Round has nearly 20 years of professional experience in ELT as a teacher, a teacher trainer and academic manager. He is Chair of LONDOSA, the DOS Association in London, and a member of the IATEFL LAM SIG Committee. As Director of Studies at St Giles International London Central, he enjoys the process of quality management, and the challenge to continuously improve the teaching team, and develop himself. He blogs from time to time on aspects of academic management at www.BetheDoS.wordpress.com

 @joshround

Following Up on Direct Language School Inquiries with CRM Technology

Philippe Taza
Vltava

Faced with an increasingly diverse, tech-savvy audience, language schools around the world are dealing with more and more direct inquiries and applications online. This session will provide professionals in the sector with actionable strategies for following up with prospective students in this changing landscape more effectively by utilising CRM technology and other digital solutions.

Led by HEM's Philippe Taza, participants will gain the tools and knowledge they need to improve the efficiency of their follow up process, and expand their recruitment efforts to new markets.

The topics covered will include:

- Common Direct Inquiry Channels
- Understanding the Direct Funnel
- Inquiry conversion Basics
- An Overview of CRM
- Email Lead Nurturing
- Multilingual Follow-Up by Phone



Philippe Taza - As the founder of Higher Education Marketing, Philippe provides customized solutions for language schools all over the world. A certified digital analyst with 15 years of experience in the education sector, his company provides a range of specialized services, including SEO and paid advertising, inbound marketing, CRM solutions, dedicated follow-up services, and analytics management.

 @EduWebMarketing

1525 - 1555 Elective session 10

Minority Native Language Survival Through Effective Language Education Practices

Karin Pundel & Luc Schmitz & Christiane Klein
Tiber

When the 280,000 foreign nationals living in Luxembourg are joined by 180,000 cross-border workers on a workday, Luxembourgish is reduced to a de facto minority language and, for years, there have been concerns about the likelihood of it surviving as the national language in an extremely multilingual environment. This session aims to explore the role played by high-quality state and private language education provision in supporting the political effort to raise interest in learning the national language. We will look at teaching practices in the Luxembourgish classroom at Institut national des langues and the emphasis that is placed on the development of listening and speaking skills. An increasingly popular blended learning approach allows the adult students with highly diverse backgrounds to reach their personal and professional goals efficiently.



Karin Pundel Since 2013, Karin Pundel has been the director of the National Institute of Languages in Luxembourg, a language school for adults and an accredited examination centre for national and international language certificates. Karin is a member of the board of the ECML and acquired valuable experience in European cooperation as the director of the Luxembourg agency of the former Erasmus + programme, programme assessment and quality management. She was involved in the development of the national lifelong learning strategy and worked towards its implementation. She holds a degree in economics and business administration from the Sorbonne in Paris.



Luc Schmitz I have been a teacher of Luxembourgish in adult education for 10 years. These days I spend about 50% of my work time teaching, the other 50% I mentor future teachers, am involved in the Luxembourgish nationality exam and deal with about 1236 other tasks central to the running of a language school.



Christiane Klein has been a teacher and teacher trainer in secondary and adult education for over 22 years. At INL she has contributed to curriculum development and organized numerous CPD workshops for the teachers, and has also been involved in developing a standardized national A2 and C1 English test at secondary school level.

Feedback from the perspective of the learner

Elaine Boyd
Seine

When well utilised, feedback has been shown to be an important tool in progressing learning. Teachers spend a lot of time giving feedback in various forms but they do not always consider how this feedback is received. This presentation makes reference to some recent research into EL learners' perceptions of feedback and suggests that these learners are not benefitting from feedback in the way that we expect and that their cultural and educational backgrounds can make them resistant to feedback. The study also illustrates some surprisingly fixed views from teachers. Following on from this, we will suggest how schools can build a framework for feedback that takes account of learners' expectations and supports them in using feedback to advance their learning.



Elaine Boyd is an EL teacher who works principally in assessment with international testing organizations. She has published several exam coursebooks and developed training in assessment literacy for teachers. She is working with the Trinity Lancaster Corpus of Spoken Learner Language and is an associate tutor at University College London.


What Technology Enhanced Learning is, and what it is not

Peter Lahiff
Rhine

The first challenge for the speaker as Academic Director of Future Learning Language School in 2014 was to define what we meant by a technology enhanced language and what that would look like in practice in a summer language programme. The process of turning a concept into a course and refining in the years since then has led to a keener understanding of what TEL means and what the limitations are and what misconceptions there are about it. This talk will explore this journey from definition to implementation and the practical understanding of Technology Enhanced Learning that resulted.



Peter Lahiff is an experienced course designer, teacher trainer and academic manager who has worked in ELT for just under 20 years. As Academic Director of Future Learning since 2014, he develops and implements innovative technology enhanced language courses for young learners across various locations in Ireland and the UK. He is also course director on Dublin's first Trinity Cert. TESOL.

 @lahiffp

A step closer to excellence in language education

Joanna Borysiak
Rhine

Oxford University Press and Equals share the ethos of developing language teachers and learners.

The aligned aims of the two organisations have resulted in a number of initiatives and projects, which bring the ideals of excellence and quality in language education closer to the school management teams and classroom practice. The projects range from introducing the common standards and language to describe teacher competencies, to promoting best practice in course design and school management. The Equals training and development framework underpins OUP's online professional development courses, with completion certified by Oxford University. Join us to find out more about the Language Education Management series and the Oxford Teachers' Academy online.



Joanna Borysiak has been with Oxford University Press since 2006, most recently as Senior Marketing Manager, working in the areas of Assessment and Professional Development. Educated in Poland, with an MA in English Studies from Warsaw University, she entered the world of ELT nearly 20 years ago through the doors of a private language school in Warsaw, and has never looked back. She can still remember her first PASE inspection. A relentless educator at heart, she is passionate about the role of teachers in the learning process and helping them find the knowledge and tools to do their work in the best possible way.

Breaking out of the traditional classroom setting with Mobile learning

Damien Lonsdale
Vltava

Access to classroom activities and information on mobile devices provides a continuum for learning inside and outside the classroom. Teachers can diversify the types of learning activities that students partake in and support the learning process. Welcome to a world of widened opportunities for timing, assessment, location, accessibility and context of learning. Specific reference will be made to our new Business English blended learning solution called New Macmillan English Campus for Business.



Damien Lonsdale I have been living in northern Italy for about 25 years. After having taught English in various private language schools I started working for Macmillan Italy in 2000 as an ELT Consultant promoting our course materials. In the past four years I've been promoting Macmillan's digital solutions in various European markets.

Equals: Meet the speakers

Sarah Mercer & Yseult Freney
Suite 2

This is an opportunity for attendees to take part in a Question & Answer session. The Q&A will be a follow-up to the main plenaries delivered by Sarah Mercer and Yseult Freney at the conference and will look at some of the main points in more depth as well as give attendees the chance to raise their own questions.

1630 - 1700 Elective session 11

Distance Coaching: creating SPOC (Small personal online courses) for a multicultural audience

Christophe Debarge
Tiber

In this presentation, we will share our experience in creating SPOCs for an international audience. We will look at the framework involved and show 2 case studies, each focusing on one specific task, covering several skills. We will show the context in which the SPOCs are used – either as independent tools or as part of a blended learning / flipped classroom approach. We will review student engagement and the learning process for staff and trainers. The presentation will conclude with a demonstration showing ways in which you can create your own SPOCs, even with limited resources.



Christophe Debarge is one of CLL's managers, responsible for managing the Erasmus + project providing online training in 18 languages for all Erasmus students across Europe via an OLS platform (Online Linguistic Support).

Achieving higher validity in assessing Writing tests: the 'checklist method'

Kristof Hegedus & Zoltan Lukacs

Seine

Language tests are expected to deliver objective and valid results that stakeholders can depend on in a variety of settings. In order to increase transparency and accountability, Euroexam International launched a project in 2016 to develop a descriptor focused checklist for scoring the Writing Paper in General English at B2 level. Following a comprehensive review of the literature and current international testing practices, in the first stage of the project 36 binary items were developed and field tested on a random sample of scripts in a linked design. Descriptive statistics combined with modern test theory showed that a list of characteristic statements can effectively increase rater consistency and scoring validity. In stage two, similar checklists were developed for a range of genres typically used in Writing tasks, and further trials were conducted both in Euroexam's level B2 test and in end-of-course tests used at IH Budapest. The study provides further evidence that checklists are well-suited for level-specific proficiency testing, with a range of potential applications.



Kristof Hegedus is responsible for academic development at Euroexam International, which includes both Euroexam's range of tests and also training programmes for teachers and prospective candidates. Besides having taught English for 25 years, Kristof leads the team of exam developers for the Hungarian national matura in English language. He is co-author of Longman Matura Activator, a successful coursebook.

 @kristof_hegedus

Getting Teenagers to speak

Gwendydd Caudwell

Rhine

This session firstly examines the key trends in social, cognitive and linguistic development in current research of Teenagers aged 13-15 and above. It draws out some of the main areas which could affect Teenage speaking performance both in the classroom and in assessment. These main considerations will be presented in relation to speaking with suggestions on how classroom activities and indeed test tasks can be adapted to support learners and provide an environment to be able to best showcase their abilities. Participants will also have a chance to apply some of these ideas to some tasks aimed at adults and making them more appropriate for Teenagers and get feedback to be able to use these tasks in class. Examples used will also link to how they can support learners who are taking the Preliminary or FCE for schools exams to support teachers who are preparing their students for these exams. The feedback session will allow for an exchange of ideas for activities to be used in class and an opportunity to ask more specific questions arising from the initial presentation.



Gwendydd Caudwell is the Senior Education Advisor in the International Education Development team at Cambridge Assessment English. She has over 15 years' experience teaching English and training English language teachers all over the world and has an MA in Language testing and is pursuing her PhD examining the speaking performance of Teenagers at CRELLA at the University of Bedfordshire.

Adaptability is a key to survival, both in the natural world and in the business world. Those that are slow to recognize and respond to changes risk being driven out of existence by competitors. For people in positions of leadership, it is important that they are aware what type of leader they are. It is also important to understand when situations call for a change in leadership styles to ensure success.

We are all different. We come from different backgrounds, cultures and have varying degrees of experience. We come to the workplace with different motivations and often with emotional baggage. As leaders we must not only be aware of our own motivation for doing things (our WHY) but also be open to understanding others.

Most leaders have proclivities toward one leadership style. In this workshop I will call for a change in approach through situational leadership by adopting a style best suited to the conditions facing the group, both the leader and the group have a better chance of effectively meeting challenges and achieving success.



Khadidja Guerrab is the Executive Director of IN-tuition Languages & Exams, Algeria, having been involved in the ELT education for 14 years as an English teacher and Academic manager. She has a BA in English Literature and civilization from Algiers University, Cert IBET, Trinity London, MA in Business Management, Paris Dauphine and holds an Executive MBA from Sorbonne Business School, France.

Personal and professional wellbeing: Two sides of the same coin**Sarah Mercer**
Vltava

Building on the input from the plenary lecture, this workshop will focus on practical steps that teachers and managers can take to protect their motivation and ensure they take pleasure from their jobs despite challenges they may face. We will focus on five key interconnected areas including stress management, positivity, motivation, work/life balance, and time management. Participants will have the opportunity to actively engage in discussion and focused activities throughout the workshop to make the content personally relevant and meaningful.



Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Her research interests include all aspects of the psychology surrounding the foreign language learning experience, focusing in particular on issues of self and identity. She is the author, co-author and co-editor of several books in this area including 'Towards an Understanding of Language Learner Self-Concept', 'Psychology for Language Learning', 'Multiple Perspectives on the Self in SLA', 'New Directions in Language Learning Psychology', 'Positive Psychology in SLA' and most recently 'Exploring Psychology in Language Learning and Teaching', with OUP.

Eaquals: Reflection Groups**Led by members of the
Eaquals Board**

Suite 2

Led by members of the Eaquals Board, this session will provide attendees with the chance to share their thoughts on what they have learned at conference, particular areas that have been of interest and how they would like to see this developed at future events. The session will deal with the 5 strands covered during conference and all idea, feedback and input are welcomed.

Many well-meaning in-service teacher training programmes are ineffective in achieving lasting and transferable teacher learning, as they seldom go beyond initial input. Thanks to the insights provided by large-scale international research studies we now know that Continuous Professional Development (CPD) programmes only lead to powerful and applicable learning outcomes for teachers and their students if they are designed in a certain way.

In this talk, I will present the design features of effective CPD and show how we have applied the insights gained from studying the best available evidence to the CPD programme in my organisation. I will show concrete examples of tools and procedures we use to plan, deliver and evaluate impactful CPD programmes that offer the support and follow-up that teachers need while experimenting with new strategies, implementing them in their classrooms, and evaluating their impact on their learners and their learning.



Silvana Richardson is Head of Teacher Development at Bell and has worked in English language teaching for over 25 years. She holds an MA in Teacher Education, is PGCE and Delta qualified and has trained teachers all over the world. Silvana is a regular guest speaker at events such as IATEFL and a regular author for Cambridge English Teacher. Silvana is the Head of Programme Quality for the Bell Foundation, the charity that works with British schools and teacher trainers to change lives through language education.



@laIoli

The Eaquals Board



Justin Quinn, Centres of
English Studies
Chair



Mila Angelova, AVO Language
& Examination Centre Vice-
Chair



Walter Denz, Liden & Denz
Vice-Chair



Ian Powney
Treasurer



Peter Brown
British School Trieste
Founder Chair



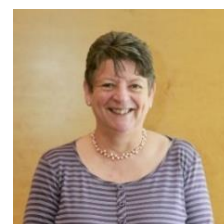
Tim Goodier
Eurocentres



Thom Kiddle, NILE,
Norwich Institute for
Language Education



Beata Schmid
EF International
Language Centers



Jo Watson

The Eaquals Officers



Lou McLaughlin
Executive Director



Ludka Kotarska
Director of
Accreditation



Anna Andor
Services Manager



Vivi Koszegi
Administrative
Assistant



Jenny Rush
Communications
Officer



Hans W. Blaasch
Ombudsman

Acknowledgements

Eaquals is extremely grateful to the organisations that have so kindly supported our conference both with generous financial contributions and by participating in the exhibition:

- Pearson
- Guided e-Learning
- Higher Education Marketing
- telc GmbH
- Macmillan Education
- Oxford University Press
- Trinity College London
- Cambridge Assessment English
- National Geographic Learning
- g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung
- Amber IT Solutions
- ETS Global
- Euroexam International

Eaquals would also like to thank our local member, AKCENT International House, Prague and Association of Language Schools of the Czech Republic for their generous 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.

Our Exhibitors

Pearson

www.pearsonelt.com; www.english.com/gse

Pearson ELT uses the Global Scale of English to develop courses, and placement and progress tests. Our books and digital tools show learners where they are improving, enabling teachers to tailor their teaching to meet their learners' needs. As the world's learning company, we're inspired by the way education transforms lives. Come see us at IATEFL to see how you can learn with us.

Guided e- Learning

www.guidedelearning.com/

Guided e-Learning is the leading provider of education technology in the EFL sector.

We offer 3 main platforms:

- Fully integrated and branded online platform- fits seamlessly into the daily routine of busy language schools, enhancing academic, social and administrative aspects so your staff can take more individual care of your paying students.
- Branded IELTS platform – gives your students access to personalised IELTS practice material, even before arrival. The powerful diagnostic system automatically guides each individual learner to the area of study which most requires their attention.
- Branded Distance Learning platform – develop a whole new market for your teaching. Use our technology to deliver online courses.

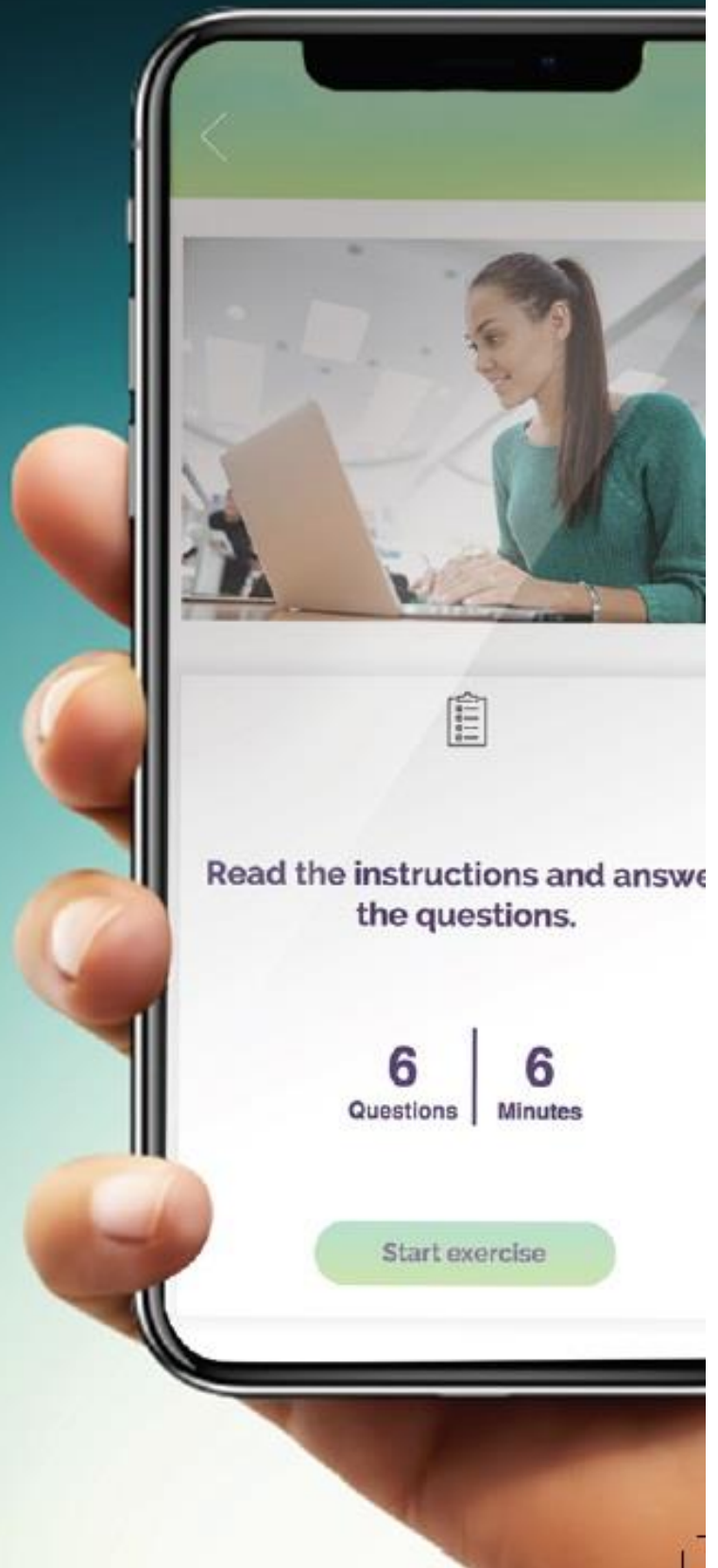
Young people adopt technology faster than ever before. It would be great to meet you and discuss how we can help you enhance your student experience using our technologies.



Introducing new GELnet

Designed for mobile,
works on a computer.

www.gelnet.com





School
at your
fingertips

Amber
School Manager

Cloud
based
solution

<http://www.amber-sm.com/>

Amber IT Solutions

<http://www.amber-sm.com/>

Amber IT solutions is an innovative and rapidly developing IT company based in Split, Croatia. Our main focus is on the development and implementation of advanced technological solutions in education management. Our main product, Amber School Manager, has already received several EU grants for research and development, and has been implemented in a number of major language schools, including several Eaquals members. Our goal is to make education management as easy and effective as possible. With our cutting-edge web-based software solution, we can help you transform tedious and time consuming school management into a fun and highly efficient process that you can perform from any device connected to the internet, anywhere in the world.

Oxford University Press

<http://global.oup.com/>

Do you believe that education changes lives? We, at Oxford University Press, work closely with teachers, schools, technology partners, and academic researchers to shape learning, delivering the services and solutions that make a difference to teaching and learning English. Come and say hello to find out more about our support for teachers, such as new professional development titles and online training courses. We have new student resources too like homework packages, assessment and apps. Help us shape learning together.

Developed with
Eaquals
Excellence in Language Education

Language Education Management

Essential guides for
everyone managing
language courses
and the professional
development of
language teachers



Ideas online today.
Inspiration for
class tomorrow.

- Online professional development courses developed by Oxford University Press
- Course completion certified by Oxford University Department for Continuing Education
- Session aims and topics mapped against the EAQUALS Framework for Language Teacher Training and Development

www.oup.com/elt/oxfordteachersacademy

ASSOCIATE
Eaquals
Excellence in Language Education





Higher Education Marketing
www.higher-education-marketing.com/

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

WANT MORE DIRECT REGISTRATIONS?



Higher Education Marketing



CHINESE DIGITAL MARKETING



MULTILINGUAL ADVERTISING CAMPAIGNS



MARKETING AUTOMATION



INBOUND MARKETING



DEDICATED FOLLOW-UP

PERSONALIZED SERVICE. PROVEN RESULTS.

WE'RE YOUR PARTNER FOR STUDENT RECRUITMENT.

higher-education-marketing.com



Learning English

Trinity's contemporary GESE and ISE exams provide reliable evidence of the ability to communicate effectively in English.

- ▶ GESE: Graded Examinations in Spoken English – 12 grades available, A1-C2
- ▶ ISE: Integrated Skills in English – 5 levels available, A2-C2

Discover more at trinitycollege.com/ESOL

Teaching English

Trinity offers internationally recognised certificate, diploma and specialist qualifications designed to support English language professionals throughout their careers, from novice teacher to experienced practitioner.

- ▶ CertTESOL (Level 5)
- ▶ DipTESOL (Level 7)
- ▶ Teaching Young Learners Extension Certificate (TYLEC) and other specialist qualifications

Discover more at trinitycollege.com/TESOL

Contact us for information about Trinity's range of qualifications, resources and professional support services via trinitycollege.com/contact

trinitycollege.com

 /TrinityCollegeLondon

 /TrinityVideoChannel



Trinity College London

www.trinitycollege.com

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

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

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

telc GmbH

www.telc.net/en.html

telc stands for The European Language Certificates. Consistent with our European focus, we currently offer more than 80 different examinations in 10 languages. telc – language tests enjoy international recognition and acceptance at universities, companies and governmental institutions. To learn more about telc's comprehensive offer and to reserve your free copies of mock examinations and preparation material visit our stand. You are also welcome to join us on the afternoon of 21 April to listen about best practices of testing of upper languages levels.



Join us
on Saturday,
28 April at 9.00,
for an exciting talk
on "Bringing the
New CEFR
Descriptors
to life"

telc English A2-B1 From School to Job

- Come by our stand for a FREE trial of the beta version of our new digital test: *telc English A2-B1 From School to Job*
- Pick up your complimentary pack of Communication Cards at our stand
- Join us on facebook for more information and free activities

www.telc.net



Macmillan English Campus is an enhanced and now fully responsive English language learning platform for teens, young adults, and professionals.

- **Compatible with mobile devices for learning in and out of the classroom**
- **Over 3,500 activities, videos and resources to support learning and teaching**
- **User-friendly and intuitive navigation for seamless integration with existing courses**

macmillanenglishcampus.com

Visit our stand
to find out about
exclusive Eequals offers



Macmillan Education

www.macmillanenglish.com

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

g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung

TestDaF-Institut: www.testdaf.de; Deutsch-Uni Online: www.deutsch-uni.com/en

g.a.s.t. (Society of Academic Study Preparation and Test Development) is the legally responsible body of the TestDaF-Institut and the Deutsch-Uni Online: The TestDaF-Institut is concerned with the development, administration, research, and validation of proficiency and aptitude tests in the domain of higher education:

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

Together with the Ludwig Maximilians University in Munich, g.a.s.t. offers the web-based learning platform Deutsch-Uni Online (DUO). The course modules include linguistic- and subject-related preparation for studies in Germany. DUO offers trainings and workshops dealing with online learning in language teaching.

g.a.s.t. is an Associate Member of Eequals.



g.a.s.t. gesellschaft für akademische
studienvorbereitung und testentwicklung e.v.

lehren
lernen
beraten
vorbereiten
prüfen

**Erfolgreich studieren
in Deutschland**

TestDaF ■■■
■■■■ Test Deutsch als Fremdsprache
www.testdaf.de

■■■■
DUO
DEUTSCH-UNI ONLINE
www.deutsch-uni.com

TestAS ■
Test für Ausländische Studierende
Test for Academic Studies
www.testas.de

onSET
online-Spracheinstufungstest
www.onset.de

**Cambridge**

English Qualifications

Accepted worldwide

Cambridge Assessment English provides the world's leading English language qualifications and tests for learners and teachers of English.

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding. They are accepted and trusted by thousands of organisations worldwide and can be used to prove students' CEFR levels and show that they have the practical English language skills to communicate with confidence.

Cambridge English Qualifications are a mark of excellence and give students the skills they need to succeed.

cambridgeenglish.org

Visit our stand at the **EAQUALS**
International Conference to learn more.

Cambridge Assessment English

cambridgeenglish.org

We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

With the right support, learning a language is an exhilarating journey. We're with you every step of the way.

ETS Global

www.ets.org/toefl

ETS Global is the international arm of ETS and brings its expertise to educational and business communities around the world.

ETS mission is to advance quality and equity in education for all people worldwide by providing fair and valid assessments, research and related services. ETS strives to provide innovative and meaningful measurement solutions that improve teaching and learning, expand educational opportunities, and inform policy.

ETS Global serves 60 countries across Europe, Asia, the Middle East and Africa offering a range of ETS products, services and learning solutions, including English-language assessments (including the TOEFL® Test), standardised assessments, training and consulting.

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

Euroexam International

www.euroexam.com

Euroexam International was established in 2001 and provides a suite of English-language exams, which were the first to be based around the can-do statements of the CEFR. State-accredited in Hungary, Euroexam employs rigorous standards and is supported by academic research. Our candidates benefit from tailor-made e-learning and other support services and we assist teachers with regular exam-related training.

In 2015 Euroexam International began operations in Russia and opened our London office. With 150,000 students who have the Euroexam so far, we are now focussed on exploring growth opportunities throughout the CEE region. We cooperate with several professional bodies including EALTA, Eaqals and ICC.

What is Eaquals?

Founded in 1991, Eaquals 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 Eaquals Charters, and verified by an inspection scheme.

Eaquals 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 Eaquals

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 Eaquals 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 Eaquals inspectors and to other language professionals who are not affiliated to an Eaquals member institution.

What are the advantages of Eaquals 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 Eaquals Certificates of Achievement (Accredited Members).
- Listing on the Eaquals 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 Eaquals?

All language teaching organisations applying for accredited membership undergo an Eaquals inspection. Prior to inspection, you need to contact info@eaquals.org to receive full information about the accreditation scheme. Before the first inspection we ask you to carry out an Eaquals self-assessment at your institution. There is also the option of a pre-inspection Advisory Visit and consultancy before inspection. You can download an Application form from the Eaquals website. Inspections normally take four months to organise.

Organisations not eligible for Accredited Membership but interested in Associate Membership should contact info@eaquals.org.

For more information: www.eaquals.org