



Eaquals International Conference

16 – 18 April 2015

Málaga, Spain

NH Málaga

Welcome from the Eaquals Chair



Dear Colleagues,

I am very pleased to welcome you to the 2015 Eaquals International Conference in the delightful city of Málaga.

Once again this year our conference will provide practical professional development opportunities and insights for those working in language education institutions, whether you are in an academic or a business development role. Our thematic strands – quality management; best practice in the classroom; course design, assessment & the CEFR; business and marketing management - have been chosen to reflect key areas of interest for our members and others working in the field as you strive to enhance the quality of your students' learning experience and to meet the demands of an increasingly competitive educational environment. To mark our commitment to multilingualism, you will also find a selection of sessions given in Spanish, as well as several delivered in both French and English.

We are very grateful to all our speakers, both our invited guests and those drawn from the Eaquals member network. Without you there would be no conference. We would also like to thank our sponsors - LangLion, Macmillan Education, Trinity College; g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung, Oxford University Press and StudyPortals - for their generous and continued support.

Warm thanks are also due to our local members – Malaca Instituto, EF Málaga and FEDELE – who have guided and advised us on all the practical arrangements. We hope you will take the opportunity to join the reception at Malaca Instituto and experience the warmth of their welcome.

We are sure you will find much in the programme to interest you, and plenty of opportunities to exchange ideas with fellow professionals, catch up with old friends and forge new contacts and relationships.

I hope you find the conference and the city of Málaga memorable and rewarding, and I look forward to meeting you during the event.

Richard Rossner

Chair of Eaquals

Conference programme in detail

Conference themes

The conference sessions on Friday afternoon and all day Saturday are organised in 4 themes, chosen to reflect the interests of delegates. The programme includes keynote plenary sessions together with parallel workshops (60 minutes) and presentations (30 minutes). Parallel sessions are colour-coded by theme in the programme, to help you choose which session to attend.

Best practice in quality management
Curriculum, assessment & the CEFR
Best practice in the classroom
Business & marketing management
Spanish language sessions

Thursday 16 April			
0800 – 1700	Registration		
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Management training <i>Open to all</i></td> <td style="text-align: center; width: 50%;">Inspector Professional Development <i>These sessions are only open to appointed Eequals inspectors</i></td> </tr> </table>	Management training <i>Open to all</i>	Inspector Professional Development <i>These sessions are only open to appointed Eequals inspectors</i>
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0930 – 1100	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Leading on Change: session 1</td> <td style="text-align: center; width: 50%;">Session 1: The Version 7 ‘Vision’ & the Eequals ‘Experience’</td> </tr> </table>	Leading on Change: session 1	Session 1: The Version 7 ‘Vision’ & the Eequals ‘Experience’
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1100 – 1130	Coffee break		
1130 – 1300	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Leading on Change: session 2</td> <td style="text-align: center; width: 50%;">Session 2: The Version 7 ‘Vision’ & the Eequals ‘Experience’ (cont)</td> </tr> </table>	Leading on Change: session 2	Session 2: The Version 7 ‘Vision’ & the Eequals ‘Experience’ (cont)
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1300 – 1415	Lunch		
1415 – 1545	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Leading on Change: session 3</td> <td style="text-align: center; width: 50%;">Session 3: Extension indicators for e-learning</td> </tr> </table>	Leading on Change: session 3	Session 3: Extension indicators for e-learning
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1545 – 1615	Coffee break		
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1815	Coaches leave NH Málaga for the reception and the informal dinner		
1845 - 1945	Reception at Malaca Instituto		
1945	Coaches from Malaca Instituto to Candado Beach for the informal dinner		
2015 - 2230	Informal dinner <i>(pre-booking required)</i> Candado Beach (Coaches return to NH Málaga 2230/2300)		

Friday 17 April

0800 – 1300	Registration
0900 – 1030	Updates and discussion on Equals developments <i>Open to all</i> Chair: Sarah Aitken
1030 - 1100	Coffee break & exhibition
1100 – 1300	Equals Annual General Meeting <i>Open to all</i> Chair: Richard Rossner
1300 – 1415	Buffet lunch & exhibition
1415 – 1435	Conference opening and welcome Richard Rossner, Equals Chair and the Mayor of Málaga
1435 - 1520	Opening plenary Professor Michael Hoey - The hidden similarities across languages: some good news (and bad news) for language teachers Chair: Richard Rossner
1520 - 1550	Coffee break & exhibition

KEY		Best practice in quality management		Curriculum, assessment & the CEFR		Spanish language
		Best practice in the classroom		Business & marketing management		

Friday 17 April continued: Parallel sessions				
1550 – 1620				
	1. Developing and supporting a staff with self-belief: why self-efficacy matters in a quality organisation Stewart Watkins	1. Question & answer and discussion following the opening plenary Professor Michael Hoey	1. + 2 Motivating students; motivating yourself – using digital in the classroom Pedro Moura	1. How to develop a marketing strategy that is right for your business Justin Quinn
1625 - 1655	2. Student welfare and safeguarding Huan Japes	2. Making the CEFR Tangible: Equals Core Inventory for French Comment rendre concret le CECR: un inventaire clé Equals pour le français Brian North, Valérie Clochard, Djamila Kartnaller, Marian Perez de Barradas		2. What is the language education environment losing for fear of new technologies? How not to limit the development of your institution. Michał Bartosiński
1700 - 1730	3. Why is self-assessment so exciting? Sue Sheerin	3. Making the Core Inventory work Mila Angelova	3. Learning Beyond the Classroom Sarah Zammit & Michela Formosa	3. Tools for trying times Christian Rütli
1800 - 1830	Meet the Board: Reception for new Equals members			
1830/45	Coach transfer from NH Málaga to conference dinner venue			
1900 - 2300	Conference dinner & disco at Hacienda del Alamo <i>(pre booking required)</i> Coaches return to NH Málaga 2230/2300/2330/midnight			

Saturday 18 April

0900 – 0945	<p>Plenary</p> <p>Communicative language teaching: what have we gained and what might we have lost?</p> <p>Jeremy Harmer & Scott Thornbury</p> <p>Chair: Mila Angelova</p>					
0950 - 1100	¿Cómo hacer que funcione mi clase de conversación? Claves para el diseño de la clase de expresión oral. Amalia Castillo Noguera & Luisa Espinosa Infante	Classroom observation and feedback Bilingual session Fr/E Jo Watson & Valérie Clochard	Teach to the test or tests that teach? Dr Elaine Boyd & Dr. Cristina Perez-Guillot	Me and my mobiles: learning in hand Gavin Dudeney	Coaching for success at work Lorraine Kennedy	
1100 - 1130	Coffee & exhibition					
1130 – 1200	1. Un enfoque de evaluación basado en el MCER Emma Heyderman	1. Assessing quality in language education: assessor competences and training Galya Mateva & Lyndy Cronin	1. Item development, the CEFR & the perils of Cinderella testing Thom Kiddle	1. E-learning – adding value or ticking boxes? Angela Signorastrri & Craig Mcleod	1. Effective online marketing to recruit prospective language learners Rob Jansen	<p>Meet Equals</p> <p>Equals information session for non-members</p> <p>15-minute 1:1 meetings with Equals officers for those wanting to learn more about becoming a member</p> <p>Sarah Aitken & James Douglas</p> <p><i>Please book an appointment at the Registration desk</i></p>
1205 - 1235	2. Un proyecto de observación entre iguales Francisco González	2. Meeting the challenges of teaching migrant learners Carla Bagna & Luisa Salvati	2. Intercultural communicative competence: are language teachers ready? Hatice Asvaroglu	2. Educational technology: the mouse that roared? Scott Thornbury	2 + 3 Making professional promotional videos using your smartphone Stephen Shortt	
1240 - 1310	3. Las competencias del professor de idiomas Conchi Rodrigo Somolinos	3. My life! My future! Implementing a CLIL programme Julie Wallis & Vanina dal Santo	3. Business & General English CEFR speaking samples – same or different? Zorica Kovacevic	3. The way to go – acting students, directing teachers, reflective EFL classrooms Nikolay Markov Nikolov		

Saturday 18 April - continued

1310 - 1430	Lunch & exhibition				
1430 - 1530	Errores del estudiante de español: tratamiento y aclaraciones sobre los usos correctos. Pilar Garnacho López & Lola Martín Acosta	Teacher expertise: what is it and how can it be developed? Monica Poulter	Assessing oral communication skills Beata Schmid & Alexandra Bianco	Enhancing engagement in learning Dr Deniz Kurtoglu Eken	Schools cannot survive without Innovation: theory, case studies & best practice in the management of successful innovation Michael Carrier
		Using the Eaquals TDFRAM to design teacher development materials Antoinette Meehan			
1530 - 1600	Coffee break & exhibition				
1600 - 1630	Plenary Richard Hudson Bueno - Instituto Cervantes' work promoting the teaching and learning of Spanish throughout the world Chair: Richard Rossner				
1630 - 1700	Closing plenary Jeremy Harmer – Teaching languages: art, science or craft? Chair: Richard Rossner				
1700 - 1715	Conference close				
1900	Social event – informal supper in a bodega in the city centre <i>Pre booking essential</i> Depart on foot from NH Málaga Reception				

Session details and speaker biographies

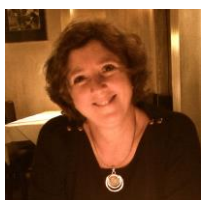
Day One: Thursday 16 April

0930 – 1545: Management Training Workshop

Leading on change: what does it take to get people on board? Loraine Kennedy

Why is it often a struggle to implement effective change at work? How do you get staff and teachers to embrace new ideas and innovation? Why do so many change initiatives fail? Do you sometimes wonder where you can buy the change management box of magic tricks?

This training day will provide you with the space and time to discuss questions like these on the subject of change management. The day aims to provide a valuable opportunity for you to collaborate with peers from across the world of language education, who face similar challenges at work. The workshop will cover three key components of change management: leadership, project management, and communications, and by the end of the day you will have a number of useful ideas and strategies to take away with you.



Loraine Kennedy is an ELT educational consultant, trainer and coach, now based in Berlin. She delivers professional development and coaching services for educational managers and teachers, for both public and private schools and organisations, through both in-situ interventions and digital learning technologies. She is a committee member of IATEFL's Leadership and Management SIG. Her 27 years of experience in language education has taken her from teacher, to senior manager, to consultant, across Europe, Asia, and the Middle East.

This workshop is for all those involved in language education management – whether you are responsible for academic or general support services or for business development. It is suitable for all levels.

0930 – 1745: Inspector Professional Development

Sessions 1 and 2: The Version 7 Vision and the Equals 'Experience'

In these sessions we will look firstly at what messages about quality Equals conveys through the charters, standards and indicators in version 7. We will review how they work together and where Equals inspectors should place the emphasis.

Then, we'll spin things around and look at how Equals is experienced by our members during inspection and at other times. What are the key moments and features of this experience and what part do we as inspectors play in it?

Session 3: Extension indicators for e-learning

In this session, Tim Goodier will take us through the special indicators which have been developed for specific contexts where e-learning is used. What are the specific contexts? How should they be used? How will they interact with existing charters, standards and indicators?

1615 – 1745: The Equals Market Place

The Market Place provides an opportunity for members to network with each other and promote their services within our Association.

Participating institutions will share information on their programmes and services and may present an opportunity to partner with other members.

The interactive format

The event will be organised as an interactive fair. Each presenter will have a stand where they can display materials and meet individual delegates.

The fair will open with very short presentations by each participant, – describing what is on offer at each stand. Delegates can then move from stand to stand to find out more details from the presenters

Market Place presenters are:

- Cambridge English Language Assessment – Teacher Support programme
- EF Education First
- FEDELE, Federación de Escuelas de Español como Lengua Extranjera
- g.a.s.t. / TestDaF-Institut
- g.a.s.t. / Deutsch-Uni Online
- Guided e-Learning
- International House Barcelona
- International House Bristol
- International House Madrid
- International House World
- Macmillan Education
- Malaca Instituto - Spanish in Málaga
- NILE language teacher education in Norwich, Manchester, online and worldwide!
- StudioItalia - Italian Language and Culture
- The Quality Assessment Training (QATrain) Project
- Oxford University Press – Oxford Teachers' Academy
- Trinity College London – Integrated Skills in English exams

Further details of their offer can be found in your conference pack.

Day Two: Friday 17 April

1435 – 1520 Opening Plenary

‘The hidden similarities across languages: some good news (and bad news) for language teachers’

Professor Michael Hoey

The conventional wisdom is that any language can be described in terms of its grammar, phonology and vocabulary. Grammar is seen as complicated, and differs from language to language; phonology can be classified using a common framework but is regarded as hard to acquire; and vocabulary is thought to be relatively simple and can be looked up in dictionaries and thesauri. As regards grammar and vocabulary, corpus linguistics, which is the study of language as expressed in samples (corpora) of "real world" text, casts doubt on the accuracy of this conventional wisdom (it has so far had little to say about phonology). Recent research has suggested that vocabulary is not simple at all, and that it is inadequately described in dictionaries and thesauri. Grammar on the other hand is less threatening than it seemed.

In this talk I will present evidence for both claims, with examples from English, Spanish, French, Portuguese and Chinese. The good news for language teachers is that all these languages (even Chinese) have more in common with each other than one would imagine, and it should therefore be possible to motivate learners to overcome their fears of how difficult it is to learn a new language. The bad news is that vocabulary is much trickier to acquire successfully than structuralist or communicative language teaching methodologies have sometimes suggested. The presentation will end with some suggestions of possible pedagogical ways forward - and paths to avoid. [!]



Michael Hoey: is Emeritus Professor of English Language at the University of Liverpool, where he is also a Pro-Vice-Chancellor. He was responsible for the University's English language provision for overseas students between 1993 and 2003 and was Dean of the Faculty of Arts between 2007 and 2010. Since 2011, he has also been Director of the Liverpool Confucius Institute. He is a Fellow of the Academy of Social Sciences and a member of the Academy's audit committee. He was for many years a member of the AQA's Education and Training Committee and Chair of their English Advisory Committee. He also chaired an AQA working group that designed and launched a new A level in Critical Thinking. He was a member of Council at the University of Chester for many years and was awarded a D.Litt. (honoris causa) by the University of Chester in 2014.

As a linguist he has published many books and papers in the fields of discourse analysis, applied linguistics, language teaching and corpus linguistics. One of his books (*Patterns of Lexis in Text*) won the Duke of Edinburgh English Speaking Union Award for best book in applied linguistics (1991) and another (*Lexical Priming*) was shortlisted for the BAAL best book in applied linguistics (2005). He was one of the original team that launched the Collins COBUILD Dictionary and acted as chief consultant to Macmillan's Dictionaries for many years; one of the latter's dictionaries also won a Duke of Edinburgh English Speaking Union Award. He has lectured in over 40 countries on language and also on internationalisation in universities.

1550 – 1620 Parallel sessions

Question & answer and discussion following the opening plenary

Professor Michael Hoey

A chance to explore in further detail the ideas presented by our keynote speaker.

Developing and supporting a staff with self-belief: why self-efficacy matters in a quality organisation

Stewart Watkins

Self-efficacy, which can be defined as the belief in one's own ability to succeed in specific situations, has been shown to have important moderating effects on career motivation and career success. The aims of this session are to summarise findings from research into motivation and self-efficacy, and to explain why developing a staff with high self-efficacy is essential for an organisation's quality management. I will give examples of best practice in the areas of recruitment, CPD, performance management and communications systems that can help develop a culture of highly-motivated staff. Attendees will be invited to consider how staff motivation is thus underpinned by each staff member's belief in their ability to succeed and to support their organisation to achieve shared success.



Stewart Watkins: is the Centre Manager London Schools and Head of IELTS at Eurocentres where he has worked since 2006. During this time he has also taught psychology at Birkbeck and the Open University, occupational psychology being his specialist area, with particular interest in staff motivation and engagement

1550 – 1655

Motivating students; motivating yourself – using digital in the classroom

Pedro Moura

Today's wealth of digital materials allows educators and learners to make their day-to-day tasks more interesting and enjoyable, but teachers are overworked and have little spare time to learn how to make the most of these digital tools. This has a direct effect on student motivation, but we cannot expect students to fully engage with digital resources if their teacher is not engaged too. This workshop will explore how teachers can easily incorporate digital materials into the language classroom: we will take some classic classroom tasks and adapt them to a digital environment, while also discussing some common issues of student motivation and how we can combat these. Indeed, if used in the right way, digital can actually help boost student motivation. Throughout the session, we will explore how all this can be done with the Eequals English Campus, Eequals' own version of Macmillan's blended-learning platform.



Pedro Moura: is Digital Sales Manager in Macmillan Education. He spent several years working as an English teacher and later in ELT publishing in his native Brazil. Before joining Macmillan he worked for Richmond Publishing while completing a Master's degree in Publishing Studies at City University London, where he lectures on International Publishing.

How to develop a marketing strategy that is right for your business

Justin Quinn

In this session, we will consider the benefits of a marketing plan and outline key steps to help you develop a plan for your institution. We will cover: a Rallying Point; a Chart to Success; how to align the plan to your strategy; Captured Thinking; and Top Level Reflection.



Justin Quinn: has as Managing Director grown Centre of English Studies to a school with eight year round operations in London, Oxford, Edinburgh, Harrogate, Dublin, Leeds, Worthing and Taipei. A graduate of the Graduate School of Business, Stanford University & Dublin Institute of Technology, Justin has been on the board of MEI and of the Irish Government body “Internationalization of Education in Ireland” and is an Equals Board member.

1625 – 1655 Parallel sessions

Student welfare and safeguarding

Huan Japes

This talk will look at the changes in recent legislation and accreditation requirements on safeguarding, student welfare and child protection in a UK context, with plenty of opportunity for discussion on how language centres around the world can use these requirements as a basis for their own welfare and safeguarding policies and procedures. We will look briefly at areas such as writing and implementing a safeguarding policy, creating and using risk assessments and safer recruitment. This session is recommended for all language teaching organisations, particularly those teaching students under 18.



Huan Japes: runs English UK’s Professional Services Team, which leads on quality assurance and professional development for members and the wider ELT sector. English UK offers a unique specialist qualification for language centre support staff, the Certificate in Student Services Management, and a number of special training sessions geared to their needs. Huan has taught English in Italy, and speaks French and Italian. He has a History degree from the University of London and a Masters in TESOL from the Institute of Education.

Making the CEFR Tangible: Equals Core Inventory for French / Comment rendre concret le CEFR: un inventaire clé Equals pour le français

Brian North, Valérie Clochard
Marian Perez de Barradas
Djamila Kartnaller

This session presents Equals’ Core inventory for French, developed by Equals and Eurocentres with support from the Canadian Association of Second Language Teachers (CASLT) and the Centre International d’Études Pédagogiques (CIEP), following the success of the version for English. The *Inventaire des contenus clés aux niveaux du CEFR* contains charts of the appropriateness at successive CEFR levels of teaching points (functions, discourse, social-cultural, grammar, vocabulary themes), with a summary of key points for each level and detailed language examples appropriate to the level for each point. The Inventory also lists appropriate text-types for receptive skills at each level and includes scenarios: awareness-raising tools that show how teaching content can be derived from real world needs. The presentation will include a brief outline of the development methodology (analysis of CEFR descriptors; collation of existing *référentiels*, comparison of the curricula of Equals members, teacher survey).



Brian North: worked for 37 years for Eurocentres and was Chair of Eaqals 2005–10. He developed the descriptors for the CEFR, of which he is co-author. He was also co-author of the prototype European Language Portfolio and coordinator and co-author of the Manual for relating examinations to the CEFR and of Eaqals CEFR Core Inventories for English and for French. His current project concerns a (2016) extension of the CEFR descriptors.



Valérie Clochard: worked for 8 years as a French teacher, trained teachers for 3 years and for the last 10 years has been Director a group of schools teaching language, management and applied arts, with overall responsibility for academic and general management. She is an experienced tester, editor and Eaqals inspector and is a member of the Eaqals Accreditation Panel.



Marian Perez de Barradas: is a teacher, examiner, teacher trainer and coordinator for the French department at Lacunza – IH, one of the founder members of Eaqals. She has been involved in the French Core Inventory project since 2013.



Djamila Kartnaller: Ayant une expérience de 24 ans dans l’enseignement du français langue étrangère, Djamila Kartnaller dirige aussi le département de français à TLC IH Baden-Zurich depuis 2012. Djamila est formatrice de formateurs . Et elle a acquis différentes qualifications en méthodique, en didactique (SVEB 1 & 2) et dans l’enseignement du Français des Affaires. Elle est aussi experte en DELF/DALF et en DFP.

What is the language education environment losing for fear of new technologies? How not to limit the development of your institution.

Michał Bartosiński

Many people still fear change: they don’t want or are afraid to use the new technologies, either in their language teaching or in managing and promoting their school.

In 6 simple steps I will show you how fear of the new limits development in language schools. We will cover:

1. What may happen in 60 seconds on the Internet?
2. Are Social Media suitable for language schools?
3. How mobile market growth will affect the language education environment?
4. Just imagine: having your head in the cloud may improve your business!
5. We love CRMs... your school will love it too!
6. Case study – development of the E-gradebook in Poland.



Michał Bartosiński: has been working for 6 years in the area of new technology and education. He is vice president of Primeon - a company providing new technological solutions. He has built its key brands: Pymus.info - an electronic gradebook and LangLion - a platform for comprehensive management for language schools.

1700 – 1730 Parallel sessions

Why is self-assessment so *exciting*?

Sue Sheerin

School self-assessment is an excellent way to prepare for an accreditation inspection or quality audit, and the procedure is now required by Eaqals as part of the re-accreditation process. There are, however, more fundamental and long-lasting benefits that the process of self-assessment can bring. It is great opportunity for team-building, for developing a heightened awareness of shared aims and objectives among all staff, and for improving all-round performance. The results of a recent survey of Eaqals members confirms the great potential for learning and development that self-assessment offers those who engage with it. We will look at the key findings from this survey, including valuable tips and insights provided by the respondents. And yes, self-assessment can be hard-work and time-consuming, but it can also be an exciting voyage of discovery!



Sue Sheerin started her career as a state school teacher of French and German, later retraining in ELT. She worked as teacher, teacher trainer, academic manager and director at Bell, Cambridge and at the University of Sussex Language Institute. She now works on a free-lance basis as a senior inspector, inspector trainer and consultant for Eaqals, and has conducted inspections of language education centres teaching a range of languages in many countries, including the UK, Germany, France, Spain, Cyprus, Malta, Croatia, Poland, Saudi Arabia and UEA.

Making the Core Inventory Work

Mila Angelova

Which language is “core” for each of the CEFR levels? This is the question teachers, students, course planners, course book writers and everybody else involved in our sector, are trying to find a sound answer to. In this workshop we will discuss how we can use the Core Inventory for English in a purposeful and practical way. We will exploit briefly the potential it holds for the following aspects of our day-to-day operation as language training providers: syllabus design and course planning, calibration of achievement tests, placement testing, material design, choice of course books and more.



Mila Angelova: has been involved in TEFL for more than 20 years. She has been a CELTA tutor and teacher trainer at AVO Language and Examination Centre, and is now Head DOS. Mila is chair of the panel dealing with the Eaqals Certificate of Achievement scheme, and has been active in Eaqals' CEFR projects. In 2013, Mila was elected Eaqals Vice Chair (Academic)

Learning Beyond the Classroom

Sarah Zammit & Michaela Formosa

Do you ever feel that you are delivering a prescribed course which makes no allowances for your students' creativity and imagination?

In this presentation, we intend to challenge you to rethink the way we deliver prescribed courses and our attitudes towards how learning takes place. Are we the be all and end all of learning? Together we will explore techniques to trigger thinking and energise learners to promote independent learning by encouraging our students to expand their classroom experience into their lives. This session is for teachers, teacher trainers/DOSs who would like to create more motivating workshops



Sarah Zammit: is the Quality Assurance and Teacher Development Coordinator at the European School of English. Sarah has been teaching and training teachers for 14 years.

Michaela Formosa: is the Director of Studies at the European School of English. Michaela has been teaching since 1997. She has trained teachers on lifelong learning programmes, and CertTESOL courses.

Running a language centre can be challenging: the competition is alert, elbowing its way to gain more market share; the economy might be weak; political instability might be scaring off potential clients; or there may be internal factors blocking your success, stunting your growth and hindering your way forward.

Do you have the courage to think and operate differently if necessary and to implement change? Are you ready to transform difficulty into opportunity? We'll look at some innovative solutions and thought-provoking ideas which could help your language centre cope through trying times and possibly enable it to come out the other side even stronger than before.



Christian Rütli: grew up in South Africa. Upon completing a degree in education he taught art and design at college and high school levels. He began teaching English as a foreign language at inlingua Cape Town, then moved to Switzerland in 2001. There he taught English at inlingua Basel until 2007, then changed career to HR and management and has been Managing Director in the same school since 2011.

Day Three: Saturday 18 April

0900 – 0945 Plenary

Communicative language teaching: what have we gained and what might we have lost?

Jeremy Harmer & Scott Thornbury

The Communicative Approach is so well-established it's more or less the default methodology for second language teaching. But where did it come from? How has it evolved? Where does it work? What are its strengths and its weaknesses? In this wide-ranging conversation (in which Scott interviews Jeremy and Jeremy interviews Scott) we address these questions from the point of view of our own experience, convictions and doubts – and we invite you to do the same!



Jeremy Harmer: has taught in Mexico and the UK and is currently on the faculty for the MA TESOL at the New School University, New York. He has trained teachers and offered seminars all over the world. Among his books are *How to teach Writing* (2004), *How to Teach English* (2007), the prize-winning *Essential Teacher Knowledge* (2012) – all published by Pearson Education Ltd. He is the General Editor of the Longman 'How to' methodology list. Away from ELT Jeremy is a performer of poetry, prose and music and has recorded two CDs. *Island*, his work for narrator, soloists, chorus and orchestra was premiered in March 2015 www.jeremyharmer.wordpress.com



Scott Thornbury: is an associate professor on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His writing credits include several award-winning books for teachers on language and methodology. He is series editor for the Cambridge Handbooks for Language Teachers. His website is www.scottthornbury.com

0950 – 1100 Parallel sessions

¿Cómo hacer que funcione mi clase de conversación? Claves para el diseño de la clase de expresión oral.

Amalia Castillo Noguera & Luisa Espinosa Infante

El desarrollo de la producción oral es una de las actividades comunicativas más importantes en el aprendizaje de una lengua y la habilidad más difícil de adquirir. Además, son muy pocos los manuales de conversación que existen en el mercado, parece que es uno de los aspectos más olvidados en la enseñanza ELE.

Con este taller proponemos, a través de una serie de actividades, partir desde la reflexión para llegar a poder diseñar una clase de conversación, teniendo en cuenta numerosos elementos que la hacen especial: el tipo de alumno, la motivación, los temas, los recursos, las necesidades. En definitiva, intentamos aportar algunas claves para que las clases de conversación sean lo más eficaces posible para el estudiante de español.



Amalia Castillo Noguera: es licenciada en Historia Contemporánea por la Universidad de Málaga y posee un Máster en la enseñanza de español como Lengua Extranjera. Ejerce como profesora de español en Malaca Instituto desde 1984 y formadora de profesores desde 1992. Sus líneas de investigación abarcan la enseñanza de español como lengua extranjera y en concreto, la enseñanza/aprendizaje holístico aplicado a las clases de español. Es autora de los materiales para los cursos de conversación.



Luisa Espinosa Infante: es licenciada en Psicología y Diplomada en Profesorado de Educación Infantil y Primaria por la Universidad del Málaga. Ejerce como profesora de español en Malaca Instituto desde 1990, donde es también formadora de profesores. Sus líneas de investigación tratan, fundamentalmente, sobre la enseñanza de español como Lengua extranjera en general y en especial, la expresión oral y el vocabulario. Es autora de los materiales para los cursos de conversación de todos los niveles.

Classroom observation and feedback

Jo Watson & Valérie Clochard

Workshop delivered in English & French

The workshop will provide participants with the opportunity to discuss the role of observation and feedback in professional development and quality control and to identify and practise the skills needed to give productive feedback which leads to increased motivation.

There will be observed role play with feedback and the workshop will be delivered in both French and English.

Cet atelier souhaite donner l'opportunité de discuter du rôle de l'observation de leçon et du retour fait à l'enseignant, dans une perspective positive de développement professionnel et du contrôle de qualité. Il propose d'identifier et de mettre en pratique des techniques permettant de donner un retour d'information productif afin d'accroître la motivation de l'enseignant à explorer des pistes d'amélioration.



Jo Watson: has worked as a part time teacher, a senior teacher, a Director of Studies, a centre manager, an Academic Manager, a teacher trainer (CELTA and DELTA OC). She is also an IH Visitor, an Equals inspector, an Equals board member and is also involved in inspector training.



Valérie Clochard: worked for 8 years as a French teacher, trained teachers for 3 years and for the last 10 years has been Director a group of schools teaching language, management and applied arts, with overall responsibility for academic and general management. She is an experienced tester, editor and Equals inspector and is a member of the Equals Accreditation Panel.

Teach to the test or tests that teach?

Dr Elaine Boyd & Dr. Cristina Perez-Guillot

We now recognise that all assessments should be part of a student's narrative of learning rather than a single summative event that requires special preparation. Teachers are particularly committed to ensuring that any assessment promotes good classroom practice, maximizes learning and is used to reward achievement and build confidence and motivation. This session will utilise participants' views and experience to consider how to expand opportunities in the classroom to meet CEFR-based curricula needs and communicative needs while still preparing effectively for what might be a high stakes test. We will look at how the right kind of assessments can drive learning by setting real world challenges for students, improving their memory and creating motivating activities by exploiting cognitive skills and allowing students to interact with a sense of self. Finally we hope the session will offer participants an innovative view of how to exploit external assessments in class.



Dr Elaine Boyd: is Senior Academic at Trinity College London and her background is in testing, test design and training and she has worked for several international testing organisations. She is also the author of several exam coursebooks and her research interests are in pragmatics and spoken language.



Dr. Cristina Pérez-Guillot: is Senior Lecturer of Business English, Head of Language Centre of The Universitat Politècnica de València (Spain), and President of ACLES (Spanish Association of Language Centres in Higher Education). Research areas: Assessment and Testing of English as a Second Language, Development of assessment tools, e-learning / teaching English as a second Language.

Me and my mobiles: learning in hand

Gavin Dudeney

In this workshop we will examine a rationale for mobile and handheld learning and examine possible implementations of it in language education. Starting from a brief theoretical (yet hands on) overview we will move on to consider how mobile learning can be implemented and look at the key questions and considerations for such an implementation. We will finish up with some activities and apps for getting started. Participants will leave with:

- a clear understanding of why implementing mobile and handheld learning is a good idea
- a set of ideas and activities for getting started in their own teaching or training context

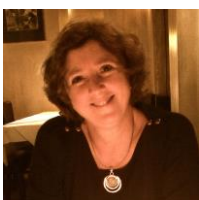


Gavin Dudeney: is Director of Technology for The Consultants-E, author of *The Internet & The Language Classroom* (CUP 2000, 2007), and co-author of the award-winning publications *How To Teach English with Technology* (Longman 2007) and *Digital Literacies* (Routledge 2014). His latest book - *Going Mobile* - was published in 2014 by DELTA Publishing.

Coaching for success at work

Lorraine Kennedy

Coaching and mentoring techniques are an integral part of people management these days, both used to help individuals achieve their goals and enhance performance at work. This session will cover some of the underlying principles and look at the skills and techniques involved. We will consider how to be a successful coachee as well as effective coach. If you have an open mind, are a keen learner, and want to help others to become more confident and competent in achieving their goals, come and join me for this practical, introductory session!



Lorraine Kennedy: is an ELT educational consultant, trainer and coach, now based in Berlin. She delivers professional development and coaching services for educational managers and teachers, for both public and private schools and organisations, through both in-situ interventions and digital learning technologies. She is a committee member of IATEFL's Leadership and Management SIG. Her 27 years of experience in language education has taken her from teacher, to senior manager, to consultant, across Europe, Asia, and the Middle East.

1130 - 1200 Parallel sessions

Un enfoque de evaluación basado en el MCER

Emma Heyderman

Un enfoque de evaluación basado en el MCER consiste en tres elementos:

- Formación sobre normalización
- Procedimientos de evaluación
- Técnicas de moderación

Esta sesión presenta como Lacunza - IH gestiona los aspectos prácticos en una escuela grande, repartida en varias ubicaciones. También introducirá como se está trabajando para ofrecer formación online.



Emma Heyderman: is the Director of Education for Lacunza - IH; one of the founder members of Eaquals. Since 2013, we have issued Eaquals CEFR-based Certificates of Achievement to more than 1,500 of our students.

Assessing quality in language education: assessor competences and training

Galya Mateva & Lyndy Cronin

First, the talk will present a brief outline of the QATrain Grundtvig Project coordinated by Optima, Bulgaria and developed in partnership with QUEST, Romania, CAFL, Croatia, AISLi, Italy, NYESZE, Hungary, The Hellenic-American Union, Greece and the University of Zaragoza, Spain. It will go on to discuss key assessor competencies required during the entire cycle of external assessment. They will be matched to certain behaviour rules/patterns followed by assessors in their communication with the inspected institution. Finally, some types of assessor training activities will be shared with the audience.



Galya Mateva: is an experienced teacher trainer, Cambridge CELTA and DELTA tutor and Eaquals inspector. She has participated in numerous European projects on quality in language education. Currently she is Honorary Chair of Optima, responsible for coordinating the Grundtvig Partnership project activities.



Lyndy Cronin: is Director of International House La Spezia, Italy, Lyndy Cronin has experience in teacher training, writing technical English courses and re-writing the AISLi inspection scheme. She is an IHWO, AISLi and Eaquals inspector, currently on the Eaquals Accreditation Panel. She is partner in a Grundtvig project for quality assessment and assessor training.

Item development, the CEFR & the perils of Cinderella testing

Thom Kiddle

This presentation looks at three areas of language assessment to reflect on their combined impact on test construction. First, the creation of a new item type, which aims to measure understanding of textual cohesion in reading processes, 'intra-text-banked gap-filling'. The process of reading in the construct of this item type may not be in harmony with the comprehension-outcome dimensions of reading as reflected in the Common European Framework of Reference descriptors for Reading Comprehension. This has major implications for the inclusion or omission of such item types in construction of tests which need (for political or practical purposes) to be related to the CEFR. The dangers inherent in this are underlined with reference to 'Cinderella testing' – the idea that in attempting to relate to external frameworks, the content and construct of tests (in their ability to cover process and products aspects of language ability) is questioned and needs re-examining.



Thom Kiddle: is Director at NILE - Norwich Institute for Language Education - and is a tutor on the Testing, Evaluation and Assessment module of NILE's MA programme. He is also academic director for NILE Online teacher development programmes and has worked on four continents teaching, teacher training and assessing.

E-learning – adding value or ticking boxes?

Angela Signorastrri & Craig Mcleod

Technology enhanced learning is something that is used widely in language training with varying degrees of success. For some it is a valuable tool, greatly improving the potential for effective training, whilst for others it has been an exercise in frustration and expense. Then there are all those in-between. This session should serve as stimulus for the ongoing eLearning project within Equals to introduce accreditation for e-learning provision. It will begin with a brief overview of some styles of eLearning and their benefits and then focus on the questions:

- How does an institution decide which model or tools are suitable for them?
- How does an accreditation body decide whether these tools are being used well?
- Can these tools make life easier for teachers and management?



Angela Signorastrri: has been in EFL since 1992 as a teacher and academic manager. She is currently the Academic Director of the four schools in the Experience English Group in London, Edinburgh, Manchester and York. She is an Equals inspector and a member of the Equals Development Group.



Craig McLeod: is a language/business skills trainer and a learning technologist from New Zealand who is currently working in Luxembourg. Over the last two years he has implemented an eLearning Program for ProLingua.lu which is used in 4 languages and follows the CEFR.

Effective online marketing to recruit prospective language learners

Rob Jansen

This session will explain how online marketing can be used by language schools to recruit prospective language learners.

- A. It will explain the funnel method and how you can use this method to better understand how different recruitment activities are related to each other.
- B. It will provide insights on how online marketing affects offline marketing (e.g. effect of good/bad school website on school/agents' offline recruitment activities).
- C. It will give the audience tips & tricks what you can do to easily improve your website experience and thus the conversion to actual bookings



Rob Jansen: is Project Manager at StudyPortals and responsible for bringing transparency to language education through the launch and continuous development of www.LanguageLearningPortal.com. In this respect Rob leads the EU-funded hello! project, and is dedicated to transferring knowledge on online marketing from StudyPortals to the field of language education.

1205 – 1235 Parallel sessions

Un proyecto de observación entre iguales

Francisco González

Voy a presentar el proyecto de observación entre iguales que, desde hace 3 años, estamos realizando en la escuela de EF Barcelona. Se trata de aprovechar la experiencia de todos nuestros docentes para, a través de observaciones y de grabaciones en video de dos sesiones de clase, confrontar nuestras formas de enseñar en determinados aspectos de la enseñanza. El objetivo es una reflexión personal y conjunta, basada en la auto observación y en la observación de un compañero, sobre nuestra manera de enseñar que nos lleve a mejorar y a trabajar más homogéneamente como equipo.



Francisco González: is Director of Studies at EF Barcelona. He has degrees from the University of Cantabria and in teaching foreign languages from the University of Giessen. While teaching Spanish and German at the university in Germany, Francisco discovered his passion for language teaching, materials development and technology in the classroom. He has been at EF Barcelona for 6 years, where he runs the peer observation project.

Meeting the challenges of teaching migrant learners

Carla Bagna & Luisa Salvati

Migrants in Italy must now achieve an A2 level in Italian in order to be granted a long term residence permit. This new regulation presents a number of challenges for the teaching of migrant learners –many of whom have very low levels of literacy and/or are poorly-educated. How can teachers ensure that their classes for migrant learners help them to reach the required level, while also meeting their everyday communicative needs and adapting to their special educational profile.

Starting from a survey of teachers of L2 Italian on their perception and experience of these issues, we will present ways to manage classes for migrant learners with low levels of literacy: how to use the welcoming phase to identify different learner profiles; how to organise classes and materials to cater to different levels of reading and writing skills; how to use assessment to recognise the development of levels of literacy.



Carla Bagna: is professor of Educational Linguistics at the University for Foreigners of Siena where she directs the Language Centre.



Luisa Salvati: is a post-doc at the Language Centre of the University for Foreigners in Siena. She has a PhD in linguistics and second language acquisition.

Intercultural communicative competence: are language teachers ready?

Hatice Asvaroglu

Globalization has increased contact between diverse linguistic and culture groups and English has become the international language for intercultural communication. Teaching English as a lingua franca has given language teachers a new role; developing their learners' intercultural communicative competence. I will present the findings of a study which investigated how well EFL teachers understand intercultural communicative competence and whether they have the required knowledge, skills and attitudes to teach intercultural competence effectively.

Six English language teachers with diverse backgrounds participated in the study in which data was collected by means of teacher interviews. The study provided interesting insights on language teachers' understanding of intercultural communicative competence, which are relevant to teachers, curriculum developers and testers



Hatice Asvaroglu: works as the Director of Foundation English School, Girne American University. She has an MA in Applied Linguistics and PhD in ELT, which is still in progress. She has twenty years' teaching experience at public secondary schools in Cyprus and six years of experience as an English Language Inspector.

Educational technology: the mouse that roared?

Scott Thornbury

Despite a paucity of evidence to show that digital technology enhances language learning, the fever for new tools and apps continues unabated. Moreover, each innovation arrives garlanded with claims that are seldom if ever realised, such that the history of educational technology has been characterised as a continuous cycle of 'hype, hope, and disappointment'. To guard against the hype and to avoid disappointment, vigilant educators and managers need to ask: What is the problem for which this technology is the solution? In this talk I reduce language learning to six 'problems' and evaluate the solutions that technology offers.

1205 - 1310

Making professional promotional videos using your smartphone

Stephen Shortt

This session will cover:

- Equipment - the basic kit you need and options if you want to spend a little more...
- Setup - how to setup a number of different types of common scenes and shots.
- Lighting basics - making your subject look as good as possible!
- Audio basics - bad audio can ruin great video and bad video can be saved by great audio.
- Scripting - the basics with some tips and tricks.
- Editing basics - using Intermediate techniques. We will be using Screenflow on a Mac but Camtasia for Windows has a similar interface and feature set.
- Exporting formats - What codecs and settings to keep in mind
- Uploading options - different formats and delivery options
- If we have time at the end we can discuss some ways of developing your confidence in delivering to camera



Stephen Shortt: is Managing Director of Alpha College of English, in Dublin. He is highly involved in the international education and inward tourism sectors in Ireland and has a keen interest in social media and audio visual marketing. Stephen has delivered seminars and workshops internationally, focusing on using strategies, tools and techniques in international education.

1240 – 1310 Parallel sessions

Las competencias del profesor de idiomas

Conchi Rodrigo Somolinos

Nuestro objetivo es presentar dos de los referentes más actuales de competencias para el profesor de idiomas: Las competencias clave del profesorado (2012) y la Parrilla EPG (2013). Nos detendremos en el proceso de elaboración de estos documentos, las características que los definen y sus usos como herramientas para el desarrollo profesional de profesores y equipos docentes. Todo ello con el fin último de asegurar la calidad en la enseñanza de idiomas en los centros.



Conchi Rodrigo Somolinos: is a Spanish as a Foreign Language teacher, teacher trainer, academic manager and author of language learning materials. Conchi Rodrigo is presently working in the Teacher Department in Instituto Cervantes where she has participated in the creation and development of the Competencias clave del profesorado and the EPG European Project.

My life! My future! Implementing a CLIL programme

Julie Wallis & Vanina dal Santo

This session will present our experience of planning and delivering an innovative course programme for a group of teenagers using a CLIL approach. CLIL is a buzz word in state education, yet few teachers really understand how to implement it.

We wanted to experiment with CLIL methodology (as opposed to bi-lingual education) in order to give the learners useful tools and skills that could be used at school and in their homelife or leisure time and, at the same time, give them an insight into the kind of competences that they will need in their professional life. We will describe the approach we adopted concerning syllabus, activities, methodology, assessment etc . We will discuss the validity of the course from the point of view of language acquisition and the understanding of leadership and management skills that learners needed to be able to manage projects ranging from app design to event management.



Julie Wallis: is a manager, teacher trainer and currently AISLi Education Officer She has written materials and seminars for AISLi, and presented at IATEFL, English UK Management conference.



Vanina Dal Santo: is responsible for Quality Management and is course co-ordinator at the London school. Her expertise includes writing proposals in response to public tender.

Business & General English CEFR speaking samples: same or different?

Zorica Kovacevic

In this presentation we will discuss the differences between Business English and General English spoken performance samples. Can we use only General English performance descriptors or we need to make sure that Business English spoken performance descriptors reflect the specifics of business domains? We will show a B2 CEFR Business English speaking sample to help us in our discussion and explore different types of assessment tasks for speaking. This session is aimed at academic managers, teachers and those responsible for curriculum and syllabus design. Level: Advanced



Zorica Kovacevic: MA is Manager and Director of Studies at International House Belgrade Syllabus Language School. She is also a teacher trainer (CELTA, IHC courses) and author of ESP course materials such as English for Journalism, English for NGOs, English for Art Management and Marketing. She is challenged by exploring learning as a process, learner autonomy and teacher development.

The way to go –acting students, directing teachers, reflective EFL classrooms

Nikolay Markov Nikolov

Dramatizing educational texts and theatrical performance is a popular method of developing the communicative competence of foreign language learners of different age groups. However, it often involves the mechanical memorization of the script with dubious learning outcomes.

Because of this, in 2012 I embarked upon a study to test the hypothesis that learners' foreign language interactive speaking skills and overall communicative competence could be significantly enhanced through providing instruction in professional acting techniques, along with their participation in stage activities in the target language (English).

Two groups of learners at level B1-B2 and C1 took part. Analysis of the results showed a marked improvement in the FL oral communicative competence of those that took part, especially of the Experimental Group learners. This has led to the foundation of the Teenodrama Interactive Method in English (T.I.M.E.).



Nikolay Markov Nikolov: has an MA in English Philology and Turkology. Since 2005 he has been managing his own school – Markoni's LC. He is an accredited ESL oral assessor and examiner, a participant and presenter in a number of international ELT projects and conferences and a past ELTons 2012 nominee.

1430 – 1530 Parallel sessions

Errores del estudiante de español: tratamiento y aclaraciones sobre los usos correctos.

Pilar Garnacho López & Lola Martín Acosta

Este taller está dirigido a los profesores que en su labor diaria como docentes de español son testigos de las incorrecciones que los estudiantes comenten durante el aprendizaje y de la cantidad de dudas que se plantean en el aula y fuera de ella. Algunos de esos errores se repiten con mucha frecuencia incluso en estudiantes de distinta nacionalidad. Con el objetivo de que el profesor disponga de una visión clara, estructurada y organizada de cuáles son los problemas y las dudas más frecuentes, propondremos una recopilación de los usos incorrectos más habituales. De esta forma, tendremos la oportunidad de anticiparnos al error en más ocasiones.

Durante el taller se combinarán tanto los contenidos teóricos como las actividades prácticas. Por un lado, se presentarán algunas herramientas y materiales de ayuda. Por otro lado, se realizarán dinámicas de grupo en las que los asistentes podrán participar activamente



Pilar Garnacho López es Licenciada en Filosofía por la Universidad de Málaga. Tiene un Máster en la enseñanza de español como Lengua Extranjera. Ejerce como profesora de español en Malaca instituto desde el año 1984. Es también formadora de profesores desde el año 1992.



Lola Martín Acosta : es Doctora en Filología Hispánica, con mención de Doctorado Europeo en lengua portuguesa, por la Universidad de Málaga. Además, posee un Máster en la enseñanza de español como Lengua Extranjera.

1430 - 1500

Teacher expertise: what is it and how can it be developed?

Monica Poulter

During the past 10 years a number of continuing professional development (CPD) frameworks that attempt to describe the core elements of best practice in the classroom have been developed in both general education and language education. The Cambridge English Teaching Framework defines the highest development stage in its framework as 'Expert'. This presentation will discuss what is meant by this term and whether frameworks such as this help define expert teaching. The presentation will also look outside English language teaching to the teaching profession more broadly, and draw on research about what makes people experts in other fields. It will consider whether being an 'expert' is something that all teachers can achieve through hard work and thousands of hours of practice, or whether the unique combination of 'knowing-what' (knowledge) and 'knowing-how' (skills), which is necessary to achieve the status of 'expert', makes this an unattainable goal for most teachers



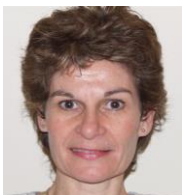
Monica Poulter: is currently Teacher Development Manager at Cambridge English Language Assessment. Having been involved for a number of years in Cambridge English's well-established Teacher Qualifications she is currently working on courses to support teachers and trainers in the compulsory sector.

1500 - 1530

Using the Eaquals TDFRAM to design teacher development material

Antoinette Meehan

This presentation will briefly describe the Oxford Teachers' Academy, a series of online professional development courses certified by the Oxford University Department for Continuing Education. It will explain how the contents of the courses were mapped onto the Eaquals Framework as a means of confirming appropriate coverage of key areas of competence, particularly at development phases 1 and 2. The discussion will consider the value of integrating the Framework with this kind of training in order to provide a quality standard in ELT for recruitment and for the training and assessment of professional skills. We will also explore the challenges for materials writers and possible areas for further development of the Eaquals Framework within the context of materials design.



Antoinette Meehan: works in the Professional Development group at Oxford University Press. She has extensive experience in print and digital publishing for ELT, including applied linguistics, assessment, teacher development, ELT Journal, and coursebooks. She has an MA in TEFL and has taught in the UK, Greece, Liberia, Thailand, and Japan.

Assessing oral communication skills

Beata Schmid & Alexandra Bianco

Language programs today use communicative approaches in the classroom, but assessment of oral proficiency on an on-going basis in the classroom is often overlooked in favour of written tests, quizzes and essays. Based on the Common European Framework of Reference's (CEFR) Oral Assessment Criteria, participants will learn about and discuss on-going oral proficiency assessment schemes.



Beata Schmid: is the compliance officer for EF Education, which includes accreditation coordinator within various accreditation schemes. She also trains teachers and engages in different research activities including assessment. Beata has been with EF for over 25 years and holds an M.A. and Ph.D. in linguistics.



Alexandra Bianco: is responsible for teacher training at EF Malta, which she feels is instrumental in the professional growth of the industry. She firmly believes working as a united team is a contributory factor in the quality of teaching. Alexandra holds a Cert TESOL and a DELTA.

Enhancing engagement in learning

Dr Deniz Kurtoglu Eken

A key quality in achieving greater effectiveness in teaching involves adopting a growth mindset by thriving on challenge and seeking both alternative and innovative teaching practices. This is even more essential today, in an era of rapid change particularly due to the advances in technology. We need to constantly examine the tasks and activities which used to motivate our learners in past years, but ones which may not be doing so any longer. We need to regularly carry out classroom research and seek formative feedback from our learners to find out about what it is that is working for them in terms of their motivation and learning. In this workshop, we will explore and discuss creative ideas and processes involving the use of educational technology and learner-based task design; ones which also incorporate student feedback and can therefore help enhance our teaching practices as Equals members striving for excellence in teaching.



Deniz Kurtoglu Eken: Deniz Kurtoglu Eken (PhD) works as an instructor and as Projects, Development and Research Coordinator at Sabanci University, School of Languages where she also worked as the director of the school for 10 years until September 2012. For information on Dr. Kurtoglu Eken's professional activities, presentations and publications, you can visit her website at:

<http://myweb.sabanciuniv.edu/kurtogluoken/>

Schools cannot survive without Innovation: theory, case studies & best practice in the management of successful innovation

Michael Carrier

One of the key business drivers in the 21st century is innovation – and especially disruptive innovation, as outlined in the work of Clayton Christensen.

Kodak's film business died; the CD business is dying; the textbook business looks like the next to collapse. All have been attacked by disruptive innovation that has undermined their business by bringing new products and services to market at a lower cost with enhanced convenience, providing a more attractive value proposition for customers.

How could this affect language education businesses? Will the rise of innovations like translation apps or remote teaching undermine your business? We need to understand and learn from this so we can identify best practice and design innovations in language education.

This workshop will look at how innovation works and how to drive it. Workshop tasks will help participants look at & share innovation in their institutions, & how improving the customer experience can help the school build competitive advantage.



Michael Carrier: is Director of Strategic Partnerships for Cambridge English and formerly Director English Innovation for British Council, & CEO of IH World. He has worked in ELT for 30 years, teaching, managing and lecturing worldwide. He serves on the Boards of Eaquals, ICC, TIRF and English Language Teaching journal.

1600 – 1630 Plenary

Instituto Cervantes' work promoting the teaching and learning of the Spanish language throughout the world

Richard Hudson Bueno:

In an attempt to meet the needs of a technologically agile world, where teacher and student mobility are a fact, where immediacy is part of daily life, where quality, validity and reliability are indisputable factors of language teaching, learning and testing, Instituto Cervantes offers the Spanish language community a range of innovative products and services. These include its social network-friendly Global AVE with 8000 pedagogical activities for learners, readily accessible on mobile devices; the creation of standards for professionals in the Language Teachers' Key Competencies Description and in projects such as the EPG, along with online teacher training and accreditation courses; the benchmarking of official examinations to the CEFR, new official exams for children and online testing; a unique international accreditation system for institutions teaching Spanish as a foreign language; and for Hispanic studies, a technological upgrade with a new Portal to connect the international community of Hispanists.

En un intento de posicionarse en un mundo tecnológicamente ágil, donde la movilidad es un hecho, donde la inmediatez entra a formar parte del quehacer diario, donde la calidad, la validez y la fiabilidad son factores indiscutibles del entorno de la enseñanza, del aprendizaje y de la evaluación de las lenguas, el Instituto Cervantes ha hecho un esfuerzo por ofrecer diferentes innovaciones en su oferta de productos y servicios académicos, entre otras: con el lanzamiento del AVE Global que pone a disposición de la comunidad educativa 8000 actividades pedagógicas a las que se podrá acceder desde dispositivos móviles e interactuar con redes sociales; con la creación de marcos de referencia para los profesionales a través de Las competencias clave del profesorado y con la participación con otros socios en proyectos como el EPG, junto al desarrollo de cursos de formación en línea, habilitación y acreditación de tutores; con la vinculación de sus exámenes oficiales al MCER, con el desarrollo de nuevas líneas de exámenes para público escolar y de pruebas de examen mediante ordenador; en el ámbito de la acreditación de centros, con un sistema de acreditación de centros de enseñanza de ELE de alcance internacional; y en el espacio académico del hispanismo, con una renovación tecnológica de los espacios de comunicación e interacción, a través de un nuevo Portal que conecta de manera eficaz a la comunidad internacional de hispanistas.



Richard Hudson Bueno: studied Linguistics at the University of Oviedo and at Aston University in Birmingham. He has extensive teaching experience in Spanish and English as a Foreign Language as well as in the field of teacher training. He has participated in Conferences and Postgraduate Programs at universities in Spain, Belgium, Brazil, Canada, the USA, France, Hungary, Mexico, Panama, Peru, and the UK. He has coordinated distance learning projects in Spain and in the United States as well as international Spanish and English as a Second language evaluation and certification projects. His research and expertise focus on the acquisition and teaching of Second and Foreign Languages, Phonetics, and varieties of the language. He began teaching at the Oviedo Official School of Languages, and then worked for Instituto Cervantes in Chicago, New York and Manchester as Director of Studies. He is currently Deputy Academic Director at the Headquarters of Instituto Cervantes in Madrid, Spain.

1630 – 1700 Final Plenary

Teaching languages: art, science or craft?

Jeremy Harmer:

We live in interesting times. We have always lived in interesting times! But right now, with data analytics and efficacy studies, it seems as if all learning can be quantified and measured. Or can it?

There has always been a tension between classroom practice and research studies. So what is measurable? How do we know what good teaching is? What do teachers need to know, now, about the classrooms they live in and the world their students inhabit?

The Equals Board



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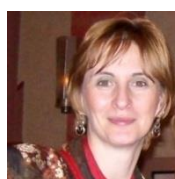
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- g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung
- StudyPortals

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

What is Eaquals?

Founded in 1991, Eaquals is an international association of language training providers which aims to promote 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 involvement or interests in language teaching. 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.

Project partners:

Eaquals reserves this category of relationship for those institutions which are not eligible to become Accredited or Associate Members but which wish a form of affiliation with Eaquals in order to enable them to co-operate with Eaquals and its Members in the development of language teaching and learning and share project-specific, networking and research expertise.

What are the advantages of Eaquals Membership?

- Belonging to an international network of excellent language centres, and attending regular meetings and conferences.
- Participation in a process of quality assurance which helps members to develop.
- Permission to use a name and logo which are a credible guarantee of quality for clients and students.
- The right to award Eaquals Certificates of Achievement (Accredited Members).
- Presence on the Eaquals website and in the 'Course-finder' section.
- Access to information on leading-edge developments in language education

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 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 or Project Partnership should contact info@eaquals.org.

For more information: www.eaquals.org