



EXCELLENCE IN LANGUAGE EDUCATION

INTERNATIONAL CONFERENCE 2014

24th-26th April 2014

Danubius Hotel Flamenco, Budapest

Welcome from the EAQUALS Chair



Dear Colleagues,

I am very pleased to welcome you to the 2014 EAQUALS International Conference in the picturesque and warm city of Budapest.

This year our conference will focus on sharing best practice in the classroom and in quality management, together with issues related to implementing the CEFR principles in curriculum design and assessment. It will also address business and marketing aspects of language education. The choice of academic and commercial themes is a mark of the importance of both high academic standards and effective business practices. These are challenging times and it is crucial to strive to enhance our students' learning experience and to provide tangible benefits. For this reason, our conference programme addresses issues relevant to teachers, teacher trainers and managers across a wide range of topics.

We are very grateful to our speakers from within and outside EAQUALS who are making such an important contribution to this event. We would also like to thank our sponsors Oxford University Press, Macmillan English Campus, telc - language tests, g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung and City & Guilds for their generous support.

We are sure you will find much in the programme to interest you, and plenty of opportunities to exchange ideas and share expertise with fellow professionals.

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

A handwritten signature in black ink, appearing to read 'Ludka Kotarska'.

Ludka Kotarska
Chair of EAQUALS

Programme timetable

Thursday 24 April

- 08.00 - 17.00 Registration
- 09.10 - 18.00 Inspector Professional Development and Forum - appointed EAQUALS inspectors only. See page 6 for details.
- 13.00 - 14.00 Lunch
- 14.25 - 17.55 The Market Place - Open to all. EAQUALS members will present their organisations, programmes and services and some will suggest opportunities for partnerships. See page 5.
- 19.30 Informal dinner Pre-booking essential
HEMINGWAY RESTAURANT, Kosztolányi Dezső tér, 5 minutes' walk from the conference hotel

Friday 25 April

- 08.00 - 13.00 Registration
- 09.00 - 10.30 Presentation of EAQUALS developments and projects
- 10.30 - 11.00 Coffee and exhibition
- 11.00 - 13.00 EAQUALS Annual General Meeting
- 13.00 - 14.15 Lunch and exhibition
- 14.15 - 15.30 Conference opening session
Welcome from the EAQUALS Chair and opening plenary session
- 15.30 - 16.00 Coffee and exhibition
- 16.00 - 17.30 Parallel workshops and presentations
- 18.45 Coaches leave Hotel Flamenco for River Danube dinner cruise
- 19.15 - 23.00 Conference dinner and River Danube cruise Pre-booking essential
EUROPA BOAT, Szilágyi Dezső tér, 1st district

Saturday 26 April

- 09.00 - 09.45 Plenary
- 09.50 - 11.15 Parallel workshops and presentations
- 11.15 - 11.45 Coffee and exhibition
- 11.45 - 13.15 Parallel workshops and presentations
- 13.15 - 14.30 Lunch and exhibition
- 14.30 - 15.15 Plenary sessions
- 15.15 - 15.45 Coffee and exhibition
- 15.45 - 17.00 Plenary sessions
- 17.00 - 17.10 Conference close
- 19.00 Social event - Wine tasting Pre-booking essential
DOBLO WINE BAR, Dob utca 20, Budapest

The detailed conference programme is on pages 5 to 9

Abstracts of the Market Place presentations are on page 10 & 11

Abstracts of all conference sessions are on pages 12 to 19, with biodata of speakers on pages 20 to 22.

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 to introduce yourself and to ask people what is going on. There are people with "Ask me" badges, and EAQUALS Officers, Board and Accreditation Panel members are wearing yellow lanyards on their badges so you can identify them easily. In addition, on page 23 you have photos of the EAQUALS Board and Officers. Don't hesitate to approach us for information.

In addition, there are two events at the conference for different groups of newcomers. You can sign up for one of these with our registration team on arrival, if you have not done so already.

New accredited and associate members

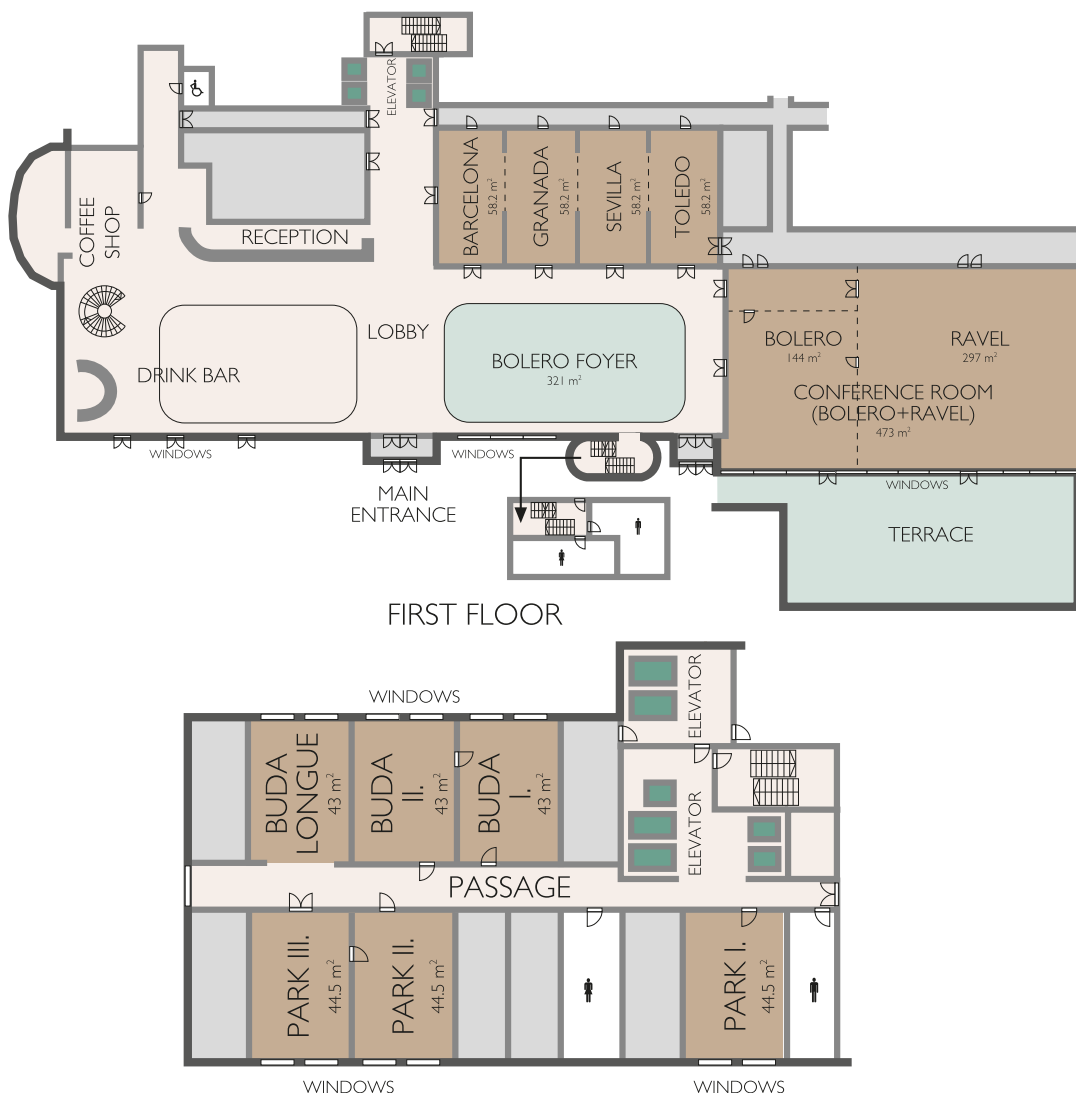
If you represent a newly accredited member, a new associate member or an institution that has recently had an Advisory Visit, then please come and have lunch with members of the Board:

Friday 25 April, 13.00, in Barcelona room next to the hotel foyer.

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

If you would like to learn about EAQUALS, its accreditation scheme and how to become a member, you will find brief information on page 28. Speak to our registration staff to book a 15-minute individual meeting at the MEET EAQUALS session

Saturday 26 April, 11.45 - 13.15 in Ravel (the main conference room)



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 (90 minutes) and presentations (45 minutes). Parallel sessions are colour-coded by theme in the programme, to help you choose which session to attend.

Best practice in the classroom
CEFR, curriculum and assessment
Best practice in quality management
Business and marketing management

THURSDAY 24 APRIL		
MAIN PROGRAMME		
OPEN TO ALL CONFERENCE PARTICIPANTS		
08.00 - 17.00	REGISTRATION	
13.00 - 14.15	LUNCH	
14.25 - 17.55	THE MARKET PLACE	
	EAQUALS members introduce their organisations, programmes and services. Their presentations will fit one or more of the following categories: commercial (promoting their courses or services); best practice (sharing an aspect of excellence); or a partner search (outlining a project that would involve working with other members). Abstracts of these sessions are on page 10 & 11.	
	Chaired by Marie Shortt	Chaired by Justin Quinn
Rooms	PARK II	PARK III
14.25 - 14.40	Alpha College of English	Oxford University Press
14.45 - 15.00	IH World Organisation	Eurocentres
15.05 - 15.20	Liden & Denz Russian Language Centres	CVCL-Università per Stranieri in Perugia
15.25 - 15.40	Macmillan One-stop English	NILE Online
15.45 - 16.15	COFFEE	
16.20 - 16.35	g.a.s.t - Deutsch-Uni online learning	British Council
16.40 - 16.55	telc - language tests	Trinity College London
17.00 - 17.15	City & Guilds	Bridge Mills Galway Language Centre: Partnership through the EAQUALS network
17.20 - 17.35	Gama College of English	Nellip: Case studies of exemplary projects awarded the European Language Label
17.40 - 17.55	Guided e-Learning	

THURSDAY 24 APRIL

EAQUALS INSPECTORS' PROGRAMME
CONTINUOUS PROFESSIONAL DEVELOPMENT SESSIONS

8.00 - 17.00	REGISTRATION	
	Please note these sessions are open to appointed inspectors only: there will be opportunities for other delegates to the conference to learn more about Version 7 of the Inspection Scheme and the experience of going through an inspection during the Conference on Friday and Saturday.	
Room	BOLERO	
Coffee	Note: this will be available on demand during the day, to enable as much time as possible to be spent in productive professional discussion	
9.10 - 10.30	What does 'referenced to the CEFR' mean?	We ask schools to make use of the terms of reference of the Framework in their learning programmes and level systems. Is this enough? What level of application should we expect?
10.30 - 11.20	Report writing do's and don'ts	How can we be clear and unambiguous in our reports, but also be diplomatic and supportive? We will look at anonymised reports and discuss lessons we can learn from them.
Room	BUDA I	BOLERO
11.30 -13.00	Advisors' training session (invited Inspectors only)	Holistic vs checklist approach We will discuss ways in which we can balance the need for consistency of standards across the organisation, with the need for a flexible approach to different circumstances in different Language Education Centres?
13.00 - 14.00	LUNCH	
Room	BOLERO	
14.00 - 18.00	Version 7 of the EAQUALS Inspection Scheme: the new Inspection Manual	We will offer an outline of the philosophy underpinning the scheme and present the main documentation which supports it. There will be an opportunity to become familiar with the application of the scheme in practice and to ask questions about any aspect of the new scheme. This will be followed by a Quiz (for prizes!) on the content of the new Manual; and then the Inspectors' Forum will take a new and interesting shape!

FRIDAY 25 APRIL			
8.00 - 13.00	REGISTRATION		
09.00 - 10.30	Presentation of EAQUALS developments and projects Chair: Ludka Kotarska Room: RAVEL		
10.30 - 11.00	COFFEE & EXHIBITION		
11.00 - 13.00	ANNUAL GENERAL MEETING CLOSED SESSION ONLY FOR EAQUALS MEMBERS Chair: Ludka Kotarska Room: RAVEL		
13.00 - 14.15	LUNCH & EXHIBITION		
14.15 - 14.45	FORMAL OPENING & WELCOME Ludka Kotarska, EAQUALS Chair & Anna Csiky, IH Budapest Room: RAVEL		
14.45 - 15.30	OPENING PLENARY Efficacy and how to improve learner outcomes Dr Adam Black Chair: Ludka Kotarska Room: RAVEL		
15.30 - 16.00	COFFEE & EXHIBITION		
16.00 - 17.30	Room: BOLERO	Room: PARK I	Room: PARK III
	Pronunciation: Integrating the Cinderella of language teaching Adrian Underhill	Assessment literacy: What is it and how best to achieve it Dr Fiona Barker	How to prepare for a successful EAQUALS re-inspection using quality assurance principles Jo Watson
		Selling extensive and part-time courses to your local market Chris Moore	Linking Young Learner courses to the CEFR Ralitza Rousseva
			Standardising written scripts using the CEFR Stephanie Wimmer - Davison

SATURDAY, 26 APRIL, MORNING

9.00 - 09.45	PLENARY Managing technology - The essential guide Gavin Dudeney Chair: Sarah Aitken Room: RAVEL					
09.50 - 11.15	Room: BOLERO	Room: PARK I	Room: PARK II	Room: PARK III	Room: BUDA I	Room: BUDA II
	Communities that learn: Social networks in education Gavin Dudeney	Improving teachers' skills through online professional development Tim Herdon Teaching life skills through English with the EAQUALS English Campus Rebecca Evans	Designing CEFR-based assessment tasks for listening and reading Aoife Harrington Supporting 'can do' objectives with blended learning tools Tim Goodier	'Everything is perfect': feedback from learners Dot Powell You needn't walk alone Bruce Milne	How to prepare for a successful first EAQUALS inspection Susanna Dammann	The 7 Habits of Highly Effective Schools Chris Moore
11.15 - 11.45	COFFEE & EXHIBITION					
11.45 - 13.15	Room: BOLERO	Room: PARK I	Room: PARK II	Room: PARK III	Room: BUDA I	Room: RAVEL
	The Reflective Teacher: Eurocentres' approaches to self- reflection on classroom practice Joel Cutting Catering for different student profiles in a single classroom Emma Walton & Beata Schmid	How to prepare for the EAQUALS Certificate of Achievement Scheme Mila Angelova, Ela Jarosz & Achraf Dorboz	Using authentic materials Jo Watson A challenge to the assessment of speaking: CEFR through English as a Lingua Franca Zeynep Mine Derince & Pelin Tekinalp Çakmak	Managing curriculum change Jacqueline Einer Challenge and creativity in online language teacher education Thom Kiddle	Putting the Student Experience at the heart of your business strategy Erica Hunt New roles, skills and competencies of language teachers Wojciech Graniczewski	MEET EAQUALS (Non-members) Find out about EAQUALS & its Inspection Scheme Sarah Aitken Susanna Dammann Ludka Kotarska 15-minute 1:1 meetings by appointment
13.15 - 14.30	LUNCH & EXHIBITION					

SATURDAY 26 APRIL, AFTERNOON

13.15 - 14.30	LUNCH & EXHIBITION	
14.30 - 15.15	<p>PRESENTATION</p> <p>The EAQUALS MBA: 10 management models of business strategy, analysis and finance that educational managers need to know</p> <p>Michael Carrier Chair: Walter Denz Room: RAVEL</p>	<p>PRESENTATION</p> <p>Demand High: Are we challenging the full learning potential of our language students?</p> <p>Adrian Underhill Chair: Jo Watson Room: BOLERO</p>
15.15 - 15.45	COFFEE & EXHIBITION	
15.45 - 16.30	<p>PRESENTATION</p> <p>What does the CEFR mean in practice? What's new? Brian North</p> <p>Chair: Mila Angelova Room: RAVEL</p>	
16.30 - 17.00	<p>CLOSING PLENARY</p> <p>Shakespeare's language: In celebration of the 450th anniversary of Shakespeare's birth</p> <p>Peter Brown Chair: Sarah Aitken Room: RAVEL</p>	
17.00 - 17.10	CLOSE OF CONFERENCE	

ABSTRACTS





THE MARKET PLACE



Open to all conference participants

<p>14.25-14.40: Alpha College of English - Marie Shortt</p> <p>English language programmes for adults and juniors. Areas we are currently working on - training on use of interactive whiteboards; reviewing curricula and syllabi in conjunction with new technologies; EAQUALS Certificate of Achievement.</p>	<p>14.25-14.40: Oxford University Press - Romy Short</p> <p>Child friendly assessment from Oxford University Press. The Oxford Young Learners Placement Test, designed for students aged 7 - 12 years, helps teachers plan lessons with confidence by:</p> <ul style="list-style-type: none"> • accurately placing young learners at the right level... • helping differentiate between students in mixed ability classes... • and so confidently target teaching.
<p>14.45 - 15.00: IH World Organisation - IHWO representative</p> <p>International House is an affiliated network of 156 language schools in 52 different countries. We offer a flexible range of teacher training and development courses both online and face to face. We also offer diverse and varied Study Abroad options for adults and juniors in various locations and languages. Being part of the IH network is synonymous with providing quality language teaching and teacher training and we are always happy to welcome new members.</p>	<p>14.45 - 15.00: Eurocentres - Tim Goodier</p> <p>Eurocentres has for over 60 years been a centre of excellence for language teaching and professional teacher training, and through its consultancy to the Council of Europe has developed an informed approach to implementing the CEFR in combination with the latest teaching methodologies. Eurocentres has now developed a new course for in-service teachers inspired by principles set out in the European Profiling Grid, with certification by Trinity College London as the 'CertPELT' (Certificate for Practising English Language Teachers).</p>
<p>15.05 - 15.20: Liden & Denz Russian Language Centres - Walter Denz</p> <p>Russian as a foreign language is on the rise in many parts of the world. With language centres in St. Petersburg, Moscow and Riga, Liden & Denz offers three exciting destinations with a full range of courses and accommodation options.</p>	<p>15.05 - 15.20: CVCL-Università per Stranieri in Perugia - M. Valentina Marasco & Nicoletta Santeusanio</p> <p>The Language Teaching Certificate for teachers of Italian Language and Culture "DILS-PG" was developed and produced by CVCL (the Centre for Evaluation and Language Certification) and is an internationally recognised qualification for Italian language teachers wherever they are employed. The certificate has 2 levels. DILS-PG first level for less experienced teachers and DILS-PG second level for more experienced teachers.</p>
<p>15.25 - 15.40: Macmillan One-stop English - Ben Wakeford</p> <p>With over 8,000 resources, including lesson plans, worksheets, audio, video and flashcards, One-stop English is the world's number one resource site for English Language teachers. The site is packed with resources for English teachers. All materials are written and edited by our expert team of teachers and authors and are organized into core subject areas such as Skills, Grammar and Vocabulary, Business and ESP, Exams and Young Learners.</p>	<p>15.25 - 15.40: NILE Online - Dave Allan</p> <p>NILE has a new division, NILE Online, which offers to teachers, trainers and other language education professionals the chance to select a personal CPD pathway from a 3-tier, 33- module set of courses. Each course is an innovative, interactive, tutor-led approach to dealing with the topic online in the most motivating and effective ways. The session will give a very brief introduction to NILE for those who don't know us, followed by a more detailed look at our new approaches to online delivery.</p>
<p>15.45 - 16.15: COFFEE</p>	
<p>16.20 - 16.35: g.a.s.t - Deutsch-Uni Online Learning - Christina Kober</p> <p>Our e-learning platform Deutsch-Uni Online is a web-based learning platform for the German language and a selection of foreign languages. DUO is module-based and focuses on academic German as well as German for business purposes. Learners can individually combine modules, services and the means of support. Language providers and universities throughout the world can use DUO for their language lessons.</p>	<p>16.20 - 16.35: British Council - Gwendydd Caudwell</p> <p>Aptis was launched in 2012 as a General English Proficiency test, and has been further developed as Aptis for Teachers. This test is designed to measure the general English proficiency of teachers who teach through the medium of English. This session will give you an overview of the test, its components, how it was developed, how it can be used and its benefits, with case studies and feedback from users.</p>



<p>16.40 - 16.55: telc - language tests - Sean McDonald</p> <p>Dual Level Language Exams telc - language tests is currently the only examination provider worldwide to offer groundbreaking dual-level language examinations, which reliably assess language competence in two levels of the Common European Framework of Reference for Languages (CEFR). Always the right level! Do you want to offer an exam but are not sure which? Are your students confident at one level but would like to test you skills at a higher one? Our exams can fit your needs!</p>	<p>16.40 - 16.55: Trinity College London - Barry Lynam</p> <p>Trinity College London - not 'just another English exam'. While you help your students develop their language skills, you also encourage development of their 21C skills - as well making the language individually relevant and highly motivational so leading to positive washback in your classes. Discover the wider educational value of an exam that bases itself on the individual.</p>
<p>17.00 - 17.15: City & Guilds - Artur Rego</p> <p>Can flexibility of EL assessment be coupled with a simultaneous increase in the standardization of assessment? The workshop aims to demonstrate through City & Guilds English exams that the answer is a definite YES. The presentation will describe the benefits of flexibility of exam timing for the language learning process. Further insight will be provided into the systemic features of City & Guilds that ensure ultimate standardization of EL competency assessment.</p>	<p>17.00 - 17.15: Partnership through the EAQUALS network - Bridge Mills Galway Language Centre - Patrick Creed & Sean Sullivan</p> <p>Schools looking to learn about best practice may find it difficult to access training or learn about how others do business. We Bridge Mills Galway Language Centre are located in the West of Ireland are always looking to learn more and have decided to use the EAQUALS network to set up partnerships with other schools for the purposes of exchanging ideas on best practice in business as well as academic matters. We will also discuss ERASMUS + programmes and how they can be used to source funding for inter school partnerships.</p>
<p>17.20 - 17.35: Gama College of English - Wojciech Graniczewski</p> <p>International intensive residential summer courses of English for young learners - Intensive residential CELTA courses in Krakow - English language teaching system for pre-school children</p>	<p>17.20 - 17.35: Nellip: Case studies of exemplary projects awarded the European Language Label- Anca Cristina Colibaba</p> <p>Nellip (Network of European Language Labelled Initiatives, funded by the EU) is the largest repository of case studies of exemplary projects awarded the European Language Label for quality and innovative language teaching in Europe. The session will explain what constitutes a successful, high quality language project in the European Language Label scheme.</p>
<p>17.40 - 17.55: Guided e-Learning - David Coarsey</p> <p>Guided e-Learning provides an online student services portal used by many of the EAQUALS English language schools. We are developing several new products which may be of interest to both intensive and extensive schools. This includes enhanced reporting for academic records and student feedback, as well as an aims based grammar and vocabulary course.</p>	





Prime sessions

Friday 25 April		
14.45 - 15.30	Efficacy and how to improve learner outcomes	Dr Adam Black Pearson
	<p>Pearson has a mission to help millions of people make progress in their lives through learning. We want to be able to make a measurable impact on improving learning outcomes and to empower teachers, instructors, institutions, organisations. To achieve this, we have piloted for two years an 'Efficacy Framework' which we use to assess the likelihood of impacting outcomes for any of our learning and assessment products or services. We will walk through this framework, explaining the focus on learner outcomes, the need for evidence, plans for delivery, the capacity requirements for the teacher, learner and institution, and what we have learned. The 'Efficacy Framework' is publicly available and we encourage others to use it and feedback. We will also discuss preliminary results of analysing Big Data from English-language learners around the world, and wholesale Efficacy Studies with teachers and learners in specific institutions.</p>	
Saturday 26 April		
09.00 - 09.45	Managing Technology: The essential guide	Gavin Dudeney The Consultants-E
	<p>In this session we will look at a history of educational technologies in ELT, considering how the effects of normalisation (Bax 2003), obsolescence and technology hype cycles (Gartner 2005) have been experienced over the past two decades. From this 'historical' perspective we will move on to examine current trends in technology investment and consider a successful handheld learning project from the UK, exploring why mobile and handheld learning are current favourites for investment worldwide and considering exactly how this trend might be applied in our own contexts.</p>	
14.30 - 15.15	The EAQUALS MBA : 10 management models of business strategy, analysis and finance that educational managers need to know	Michael Carrier Cambridge English
	<p>Most managers are familiar with SWOT analysis and ROI calculations to help decide on new investment in their school. Most managers don't have the time or resources to spend a year on an MBA to dig deeper into the management toolkit. But there are a number of models, tools, ratios, formulae that can be helpful in analysing data, evaluating options and deciding on future courses of action in any business. So to save EAQUALS managers time and money this talk will outline the most commonly used items in the MBA toolbox, the most useful management tools and models that you can apply to the running of a language education business. These will include SWOT and PEST, EBITDA and IRR, Porter's five forces, Boston Group and Ansoff matrices, fishbone analysis, Lewin's change management, blue and red ocean strategy and many others. Each model will be summarised and presented as a template to be taken away and applied immediately.</p>	
14.30 - 15.15	Demand High: Are we challenging the full learning potential of our language students?	Adrian Underhill
	<p>This interactive talk asks whether we 'cover material' rather than focus on the potential for deep learning, and whether perhaps, with our sophisticated coursebooks, we are distracted by the mechanics of the task away from the learning itself. We will look at ways to make more demanding interventions in language teaching, at the level of activities and at the level of spontaneous responses to student utterances. And I will suggest qualities that we teachers may need to develop to get ourselves into a demand high mind set.</p>	





<p>15.45 - 16.30</p> 	<p>What does the CEFR mean in practice? What's new? Brian North Eurocentres</p> <p>This talk will summarise the practical significance of the “Common European Framework of Reference for Languages: Learning, teaching, assessment” and the implications of its “action-oriented approach” for a task-oriented methodology. It will present the principal characteristics of the Common Reference Levels (A1-C2), the use of CEFR descriptor scales to profile real world needs and real world ability, the exploitation of CEFR/Portfolio descriptors for curriculum development, and the key issues in the assessment of a student’s CEFR language proficiency level. The talk will conclude with an overview of CEFR-based resources available for EAQUALS members, plus give a short update on current CEFR-related work by the Language Policy Unit of the Council of Europe, in which he is involved.</p>
<p>16.30 - 17.00</p> 	<p>Shakespeare’s language: In celebration of the 450th anniversary of Shakespeare’s birth Peter Brown British School of Trieste</p> <p>In celebrating the 450th anniversary of Shakespeare’s birth (23 April 1564) we pay homage to his lasting gift of the fascinating language - words, images, thoughts - he created and bequeathed not only to English but to European and world-wide culture as a whole.</p> <p>This short, visual overview, wholly based on authentic documentation and originals, will briefly analyse Shakespeare’s unique language, attempt to dispel some of the myths that have built up around him, introduce some of his sources and the characters who inspired him - including Othello, and examine his legacy.</p> <p>Although this presentation is for non-experts, it nevertheless draws on the latest research and documentation.</p>






Parallel workshops and presentations





<p>Friday 25 April</p>		
<p>16.00 - 17.30 Workshop</p> 	<p>Pronunciation: Integrating the Cinderella of language teaching Adrian Underhill</p> <p>We talk about the importance of integrating pronunciation into the learning of languages, but in teacher training and development and in course books pronunciation remains the outsider. I will propose two underlying reasons for this outsider status and suggest two corresponding solutions which apply across languages. I will then illustrate these solutions in a hands-on active workshop offering insight into how to liberate learners from the ‘grip’ of their mother tongue phonetic set by enabling them to reconnect with the muscles that make the pronunciation difference. English will be used to demonstrate the principles, examples taken from other languages, and the principles applied to all languages.</p>	
<p>16.00 - 17.30 Workshop</p> 	<p>Selling extensive and part-time courses to your local market Chris Moore Specialist Language Courses</p> <p>This workshop focuses on what language centres can do to promote extensive and part-time courses to their local markets. It looks at a number of core areas and how they connect with each other to form a coherent marketing strategy. It asks participants to reflect on how their institutions approach these different areas, what their experience is of how their local market responds, and what they can do to grow their business. It will also look at a number of case studies to illustrate different points.</p> <p>The core areas include</p> <ol style="list-style-type: none"> a. Brand differentials and ‘value proposition’ b. Course types and formats c. Online marketing d. Off-line marketing e. Retention strategy <p>At the end of the workshop, participants will be able to analyse their marketing strategies clearly and have acquired lots of ideas of what they can do to successfully grow their local businesses.</p>	



<p>16.00 - 17.30 Workshop</p> 	<p>How to prepare for a successful EAQUALS re-inspection using quality assurance principles Jo Watson EAQUALS</p> <p>This workshop is an introduction to the meaning of quality Assurance and will explore the meaning of quality in an organisation, examine commitment to quality, the communication of the quality message and the diverse culture of organisations. Discussion will also include consideration of management of people, processes and systems. Participants will have the opportunity to discuss these areas with other members and, as a result, have a better idea on how to prepare for re-inspection. All major points will be recorded and communicated to the membership in the usual way.</p>
<p>16.00 - 17.30 Workshop</p> 	<p>Assessment literacy: What is it and how best to achieve it? Dr Fiona Barker Cambridge English</p> <p>An effective language teacher needs to understand assessment in order to provide their students with the opportunity to perform to the best of their ability when they are assessed. This workshop will explore how a better understanding of assessment by teachers and their students can help teachers to develop their teaching skills and students to perform better when they are assessed. We will start by exploring our own concepts of assessment and those in the literature before thinking about how (mis)understanding assessment affects teachers and learners in our various contexts. We will then look at a range of assessment resources available, including courses and online materials, before considering what resources would be of most benefit to our institutions. We will end by considering what can be done to improve students' understanding of assessment and how to involve more teachers in identifying and improving their own level of assessment literacy.</p>
<p>16.00 - 16.45 Presentation</p> 	<p>Linking Young Learner courses to the CEFR Ralitzia Rousseva AVO Bell</p> <p>Making students aware of the progress they make is a substantial part of the teaching and learning process. However, that might be quite challenging in the context of YL courses. For this purpose, we have developed a product which successfully serves this purpose, but also has a clear reference to the CEFR can-do-statements, and acts as a mighty motivation tool. In this session, we will introduce you to our YL Portfolio contents, but will also discuss with you its applications and benefits from three different perspectives:</p> <ul style="list-style-type: none"> • Using it as a tool for introducing lesson aims and making YLs aware of what they have learnt by adapting the CEFR Can-dos; • Training children to self-assess their own language competences and progress by using can-do-statements; • Making parents aware of their children's progress as a result of the course
<p>16.45 - 17.30 Presentation</p> 	<p>Standardising written scripts using the CEFR Stephanie Wimmer-Davison academia Zurich</p> <p>How can we translate theoretical information on standardization into practical, classroom focussed application? How objective is language standardization really? How can we keep the perspective of what learners "Can DO" rather than if they "Can use the present perfect perfectly!"</p> <p>I don't have all the answers but am happy to ask the questions and share some ideas. The session is a forum for exchange in a format that can be repeated with your teachers.</p> <p>You'll leave with examples of sensitizing your teachers to standardizing writing using the core inventory as a guide. The session is designed to:</p> <ol style="list-style-type: none"> 1) Raise awareness of standardization and its challenges 2) Encourage exchange between teachers 3) Reassure teachers regarding interpreting and using the CEFR in their standardization 4) Transfer the above to classroom practice using authentic student scripts 5) Link the above to communicative, linguistic and pragmatic competences

Saturday 26 April		
<p>09.50 - 11.15 Workshop</p> 	<p>Communities that learn: Social networks in education</p> <p>In this practical workshop we will look at the potential and pitfalls of using social networks in education, considering a variety of aspects from the purely technical, through the pedagogical to issues of e-safety, privacy and beyond. We will consider the potential both of the world's largest social network, and of smaller, more controlled and potentially more productive platforms. We will also briefly consider the place that social networks play in the life - and livelihood - of the modern business.</p>	<p>Gavin Dudeney The Consultants-E</p>
<p>09.50 - 11.15 Workshop</p> 	<p>How to prepare for a successful first EAQUALS inspection</p> <p>This session will take a detailed look at the procedures and paperwork needed for a First Inspection. We will examine the Self-assessment Questionnaire to see how it can be used as a tool for self-reflection, and consider the 'no requirements' approach. We will be interested to hear from people who have recently had a First Inspection who are willing to share their experiences and help us put together a list of "Dos and Don'ts" for those expecting their First Inspection this year.</p>	<p>Susanna Dammann EAQUALS</p>
<p>09.50 - 11.15 Workshop</p> 	<p>The 7 Habits of Highly Effective Schools</p> <p>Stephen Covey's seminal leadership and management book, 'The 7 Habits of Highly Effective People', has been consistently voted in the Top 10 most influential business books of all time, and has been widely applied in Fortune 500 companies, governments, and educational institutions around the world. This workshop looks at how applying what Covey calls '7 timeless principles' to a school can maximise its organisational integrity and effectiveness. We will explore what these principles are, how they apply to the language education sector, and how schools can build a culture that engages with its stakeholders and creatively innovates for the future.</p>	<p>Chris Moore Specialist Language Courses</p>
<p>09.50 - 10.35 Presentation</p> 	<p>Improving teachers' skills through online professional development</p> <p>In an increasingly competitive ELT market, teachers need to take advantage of professional development opportunities of all kinds and keep abreast of new developments. One very attractive option for teachers that have many commitments and little time for themselves is online professional development. Course designers face an interesting set of challenges with teachers of this kind: they need to provide material that teachers will find inspiring (so that teachers feel engaged), that can be adapted to a wide range of classrooms (so that teachers feel the course is relevant to their needs) and that is easy to follow (so that teachers feel motivated to stay with the course). This talk will focus on Oxford University Press' response to this challenge in the shape of Oxford Teachers' Academy Online, and it will explore the opportunities for experimentation and reflection that the courses offer.</p>	<p>Tim Herdon Oxford University Press</p>
<p>09.50 - 10.35 Presentation</p> 	<p>Designing CEFR-based assessment tasks for listening and reading</p> <p>This session will review the work done to date by the EAQUALS CEFR Assessment Tasks SIG on Reading and Listening Scenarios, and outline how individual schools and teachers can approach the development of assessment tasks which are linked directly to the CEFR. The aim is that teachers can be encouraged to develop tasks by sourcing materials that focus on the text types and micro-skills most relevant at each level. The 'Scenario' approach was developed during the SIP that produced the EAQUALS/British Council CEFR Core Inventory for General English in 2010. The assessment tasks are intended to be used in the classroom over a period of time as part of the process of continuous assessment.</p>	<p>Aoife Harrington Alpha College Dublin</p>

<p>09.50 - 10.35 Presentation</p> 	<p>“Everything is perfect”: feedback from learners Dot Powell British Council</p> <p>Feedback is one of the fundamental aspects of quality assurance. This is one of the key challenges for the ESOL Nexus project. We have produced over 1000 self-access items for learners and resources for teachers in the UK in the last two years; the majority piloted in classrooms before they are published. 93% of learners involved in the piloting process have confirmed that our resources were “interesting” and “useful” - but all is not quite as it seems!</p> <p>This session will:</p> <ul style="list-style-type: none"> - present a framework for monitoring and evaluating the impact of lessons and resources - consider some of the challenges in getting useful feedback from learners - present some alternative approaches to gathering feedback, including participatory video. <p>Although ESOL Nexus resources are mainly aimed at ESOL learners in the UK, this session will be of interest to anyone who wants to have a better idea of what learners might really be thinking.</p>
<p>10.35 - 11.15 Presentation</p> 	<p>Teaching life skills through English with the EAQUALS English Campus Rebecca Evans Macmillan English Campus</p> <p>In today's age, students are expecting - and demanding - more and more from their education. As English teachers, what can we do to give our students the necessary skills to be successful colleagues and friends? These life skills can be broad, such as effective communication, personal development, or time management, but they can also be more specific, such as making decisions or being more assertive. This presentation will give an overview of the EAQUALS English Campus, the flexible blended learning platform for EAQUALS members, and show how it can be used not only to enhance your students' English, but also to develop these essential life skills. With a little creativity, the English Campus can become the most effective tool in your teaching toolkit, helping to mould your students into brilliant English speakers, whilst equipping them with all the life skills they need to be brilliant 21st century people!</p>
<p>10.35 - 11.15 Presentation</p> 	<p>Supporting ‘can do’ objectives with blended learning tools Tim Goodier Eurocentres</p> <p>A key component of any CEFR benchmarked curriculum is a published set of 'can do' statements derived from the CEFR scales, and framed as specific course learning aims and outcomes. Whilst it is clear that 'can do' learning objectives are a powerful tool for planning, self-reflection and for developing metacognitive learning strategies, it can often be a challenge for teachers and learners who are unfamiliar with the principles of the CEFR to truly engage with them. This presentation looks at aspects of the Eurocentres approach to using 'can do' objectives in its adult intensive courses, and discusses the reactions of teachers and students to their use. I will evaluate the extended opportunities offered by blended learning tools in making course aims more readily accessible and useful, and the implications for future developments in CEFR benchmarked course curricula.</p>
<p>10.35 - 11.15 Presentation</p> 	<p>You needn't walk alone Bruce Milne Bell</p> <p>Throughout the world teachers have for many years been solitary creatures plying their trade alone in their classrooms. Does it need to be this way? In this talk I'll be examining this phenomenon; looking at best practice in other professions and presenting alternatives to the lone teacher. Professional development initiatives which involve collaboration among teachers and how this can be achieved will be the main focus of the talk. It should be of interest to both teachers and managers and participants will be invited to share and reflect on their experiences of collaborative work.</p>

<p>11.45 - 13.15 Workshop</p>  	<p>How to prepare for the EAQUALS Certificate of Achievement scheme Mila Angelova, AVO-Bell Ela Jarosz, Gama College of English Achraf Dobroz, Bell Switzerland</p> <p>This session aims at demystifying the certification scheme, on the one hand, and at highlighting its practical value for members. We will look at the process of application, all required and supplementary documentation available to help your institutions implement in practice CEFR-based assessment. You will get familiar with a successful applicant's perspective: how they prepared for the scheme, what benefits this brought to them and some useful tips from their experience. We will also introduce you briefly to the standardization materials available for EAQUALS members to use.</p> <p>The workshop will be very practical: you will be given a chance to receive brief information about the principles and requirements of the EAQUALS Certification scheme from the Assessment Panel members. You will also have a chance to put your questions to a member who got this supplementary kind of EAQUALS accreditation.</p>
<p>11.45 - 12.30 Presentation</p> 	<p>The Reflective Teacher: Eurocentres' Exploration of Approaches to Self-Reflection on Classroom Practice (Questionnaires, EPG, 'Video Selfies') Joel Cutting Eurocentres</p> <p>Taking the notion of self-reflection as an integral component of a teacher's development, this session will present three different procedures which have been trialled and implemented at Eurocentres Bournemouth.</p> <p>Taking into account factors such as a teacher's experience, length of service or longer-term developmental objectives, teachers were given new opportunities to consider their classroom practice through the following tools:</p> <ul style="list-style-type: none"> • Self-evaluative questionnaires identifying key features of classroom practice • Self-assessment of teaching competencies with the European Profiling Grid • 'Video Selfies' - short films of a teacher's own classes with no external observer <p>Presentation and discussion will centre around the benefits of each, and focus on how they can be utilised with the ultimate aim of supporting teachers in developing best practice in the classroom.</p>
<p>11.45 - 12.30</p> 	<p>Using authentic materials Jo Watson EAQUALS</p> <p>Authentic materials are valuable because they expose learners to real-life language in real situations. In this brief session we will explore the use of authentic materials in the classroom by:</p> <ol style="list-style-type: none"> a) identifying a range of easily accessible authentic materials b) working with examples of authentic materials and identifying the types of task that can be created and for what level c) discussing the value of using authentic materials with course participants <p>All materials produced in this session will be written up and made available on the website for all members to access.</p>
<p>11.45 - 12.30 Presentation</p> 	<p>Managing Change: Curriculum and Assessment Renewal Jacqueline Einer Sabancı University</p> <p>The session will look at how various aspects of curriculum and assessment were renewed in a year-long English Foundation course at Sabancı University, Istanbul. The focus will be on how the changes were implemented and how successful these strategies were in assisting instructors to adapt to the changes. As Geoff Scott has said "Taking what looks like a potentially relevant, desirable and feasible change idea and making it work in practice is by far the hardest part of the quality-improvement and innovation process." Therefore, by exploring what did and did not work in the Sabancı University, School of Languages context, this session will provide insight into the practical application of change management for EAQUALS members who are experiencing change in their institutions or who wish to implement change.</p>

<p>11.45 - 12.30 Presentation</p>	<p>Putting the Student Experience at the heart of your business strategy Erica Hunt Eton Institute</p> <p>Learn how to make the student experience core to your approach, driving your processes and practices, using business and marketing skills to enhance the provision for the student experience and the cultural and experiential aspects of language learning. Discover creative ways to invite feedback, explore the value of student interaction events and make the most of websites and social media to provide a holistic experience beyond the classroom.</p> <p>Topics: Embedding feedback into quality controls Designing dynamic, interactive content The value of social and cultural events Engaging your community through the use of social media and company website pages How to embrace the multi-cultural dynamic of your classroom to generate depth and debate</p>
<p>12.30 - 13.15 Presentation</p>  	<p>From needs assessment to individual learning journals: catering for different student profiles in a single classroom Emma Walton & Beata Schmid EF</p> <p>We will present our practices for addressing the promotion of effective reflection and goal setting within a context of individual and differing learner needs and expectations. These include a pre-course needs analysis, a comprehensive, transactional tutorial system, individual learning journals and a mentoring system. We will look at the challenges that emerge with differing levels, ages, length of stay and motivations for learning and the impact that adjusted procedures have had on our diverse classrooms as well as CPD.</p>
<p>12.30 - 13.15 Presentation</p>  	<p>A Challenging Dimension to the Assessment of Speaking: CEFR through English as a Lingua Franca Zeynep Mine Derince, Pelin Tekinalp Çakmak Marmara University</p> <p>In Turkey university students attend English preparatory classes where they are assessed on their reading, writing and listening skills. Marmara University School of Foreign Languages designed a new curriculum in 2013 changing the syllabi and the assessment. The new program was based on the CEFR and focused on writing, reading and listening while highlighting the importance of ELF in promoting spoken production and interaction. We found that learners' scores in speaking exams were significantly lower than their marks for reading, writing and listening. The reasons for these low scores seemed to lie in the lack of transparency and coherence in the assessment criteria as well as the inefficiency of teachers as evaluators of spoken production. In response, in-service training sessions in CEFR and ELF awareness were introduced. This study underlines the importance of assessor training for CEFR and ELF on the grounds that communication between non-native speakers of English will never be error-free and that spoken performance should not be assessed according to native-speaker norms.</p>

<p>12.30 - 13.15 Presentation</p> 	<p>Challenge and creativity in online language teacher education Thom Kiddle NILE</p> <p>This presentation explores the world of online language teacher education, considering the pros and cons of MOOCs (Massive Open Online Courses) and providing in-depth analysis of an innovative approach to online teacher development. We will look at principled frameworks underlying teacher education and its online delivery, and consider the role, identity, and engagement of course participants, course tutors and course designers in an exploration of best practice and quality assurance in this fast-moving field. There will be a focus on how teacher-participants can bring their own contextual realities into teacher development courses, and the potential benefits that the digital medium offers for language teacher education. As part of the presentation, attendees will be invited to explore a range of online tools and resources for teacher training and development and to discuss their effectiveness</p>
<p>12.30 - 13.15 Presentation</p> 	<p>New roles, skills and competencies of language teachers Wojciech Graniczewski Gama College of English</p> <p>Along with the changes taking place in our markets and social environments, language school management, sales and administration staff need to acquire new skills and competencies. How does this situation affect the situation of language teachers? Can they still remain a privileged group focused entirely on their classes or should they take on new roles within the school as an effective organisation? If so, what hard and soft skills should they develop to help their schools secure the position of a market leaders? What kind of training will they need? During the session we will try to answer these questions and redefine the role of teachers in a modern language school.</p>

BIOGRAPHICAL INFORMATION ON SPEAKERS

Mila Angelova has been involved in TEFL for more than 20 years. She has been a CELTA tutor and teacher trainer at AVO-Bell Language and Examination Centre, Sofia, Bulgaria since 2004. Her current position there is Head DOS. Within EAQUALS, Mila has been Chair of the Assessment Panel dealing with the EAQUALS Certificate of Achievement accreditation since 2009, and has been active in EAQUALS projects related to the CEFR and its practical application. In 2013, Mila was elected EAQUALS Vice Chair.

Dr Fiona Barker taught at secondary level before gaining her doctorate in language description and corpus linguistics. At Cambridge English she leads on developing and applying corpora to language assessment; coordinates funded research schemes; produces publications related to progression across proficiency levels for English Profile and delivers training on assessment issues.

Dr Adam Black is responsible for Efficacy and Research for Pearson's English-language learning and assessment products and services. He has built and assessed learning and assessment products for 20 years, for all ages and stages around the world, and for a variety of disciplines (from science to language learning). He comes from a family of educators and feels privileged to be able to contribute to global education.

Peter Brown is the Founder Chair of EAQUALS, and AISLi the Italian quality association of language schools. He is a frequent speaker at conferences, an educational and scientific consultant to Governments and Ministries of Education, the Council of Europe and the EU Commission. He considers himself primarily to be a teacher.

Pelin Tekinalp Çakmak is an English instructor at Marmara University, School of Foreign Languages. She is the head of the curriculum unit and has developed a transformative approach for the English preparatory school. She focuses her work mostly on ELF awareness and Critical Literacy.

Michael Carrier is Director of Partnerships for Cambridge English and until recently Director English Innovation for British Council. He has worked in ELT for 30 years, teaching, managing and lecturing worldwide. He is Technology Editor of Modern English Teacher and serves on the Board of EAQUALS and Language Teaching journal.

Anca Colibaba has over 30 years of experience in language education. She is the Executive President of EuroEd Foundation, with wide experience in managing and co-ordinating over 25 transnational projects in linguistic education and training, adult education and LLL, implemented locally, nationally or trans-nationally. She leads the discipline of modern languages at the University Gr. T. Popa, the oldest medical university of Romania. She is one of the founders of the Romanian Association for Quality in the field of Linguistic Services, QUEST. Last but not least she is an EAQUALS inspector.

Joel Cutting Academic Manager, Eurocentres Bournemouth BA (Hons); CELTA; Graduate Diploma TESOL. Previous employment in the UK (Cambridge, Brighton, Manchester), Slovakia, Austria, Russia, Kyrgyzstan. Areas of professional interest include: 'Materials-light/-free' approaches to teaching; Utilisation of technology in the classroom. Life outside work is largely consumed by toddler, books and music.

Zeynep Mine Derince has been an instructor of English language since 1999 at Marmara University, Turkey. She is doing her PhD at Bogaziçi University, English Language Education Department. She is interested in ELF, language planning and policy, curriculum development, and integrating critical theory into language studies.

Achraf Dorboz has been teaching French as a Foreign Language to adults for more than 15 years including online courses, exam preparation courses for DELF/DALF, UNLPE (UN Exam). She worked for French Embassies as Director of the French Courses and Attaché for French Language and in an international school in Paris before joining Bell Switzerland in 2010 to manage the French team and courses, as well as the Other Languages Department (Arabic, Chinese, German, Italian, Japanese, Korean, Portuguese and Russian). She was in charge of the implementation of the EAQUALS Certificate of Achievement at Bell.

Gavin Dudeney is Director of Technology for The Consultants-E, working primarily in online training in EdTech, and in consultancy work in the same field. Former Honorary Secretary and Chair of the Electronics Committee (ElCom) at IATEFL, he now serves on the board of the International House Trust. A regular contributor to journals, Gavin is co-author of the award-winning *How To Teach English with Technology* (Longman 2007) and co-author of *Digital Literacies* (2013). His new book, *Going Mobile*, is published by DELTA Publishing in 2014.

Jacqueline Einer is the Director of Sabanci University, School of Languages, Istanbul. She co-edited and co-authored the course book series, *Beyond the Boundaries*, and helped to develop courses for the English of Maths and Sciences and Critical Thinking for Social Sciences. She is currently interested in complex systems thinking.

Rebecca Evans is a Digital Sales Representative at Macmillan Education, working with institutions all around the world to understand their digital needs and enhance their online offerings. She completed her CELTA at International House London and is particularly interested in online learning and educational technology trends.

Tim Goodier, Head of Academic Development at Eurocentres, has worked in EFL for 14 years as a teacher, examiner, course-developer, school inspector, and teacher-trainer. He has worked on numerous new developments such as the 'my.Eurocentres' blended-learning platform in the U.K. He currently chairs the E-learning working group for EAQUALS.

Wojciech Graniczewski, Director of Gama College of English in Krakow (formerly known as Bell Krakow), lecturer of ELT Management, author and director of theatre productions and television programmes, including language teaching series for children and adults. Co-author of books: "Time for the Rhyme", "Found Alphabet" and "Lippy and Messy Songs and Games". Co-founder and former Vice Chair and Supervisory Board Member of PASE (The Polish Association for Standards in Language Education), former Chair of the EQUALS Marketing Subcommittee. Currently Board Member and Special Adviser of EAQUALS.

Aoife Harrington, I have been teaching English since 2004 and am currently the Director of Studies at Alpha College in Dublin. I'm an experienced Cambridge examiner for speaking, and have a particular interest in assessment and evaluation, especially in the intensive language school context. I have been involved in the EAQUALS SIP for developing assessment tasks since 2011.

Tim Herdon has thirty years of experience in teaching, training, school management, materials writing and publishing and his special interests are speaking, CLIL and drama. He is currently at Oxford University Press and is managing editor of OUP's new range of online professional development courses, Oxford Teachers' Academy Online.

Erica Hunt is a highly qualified international English/ESL teacher. A native speaker trained in the UK, with Qualified Teacher Learning and Skills status and an MA in TESOL, Erica has over 20 years' experience in the field of education, covering schools, universities, colleges and language institutes. Her speciality is curriculum design, rubrics and content development to enhance classroom delivery and experience.

Ela Jarosz has worked in ELT for over 20 years as a teacher, teacher trainer and academic manager. Currently she is the academic director of Gama College of English (formerly Bell Krakow) and chair of the board of inspectors of an accreditation body in Poland: Polish Association for Standards in Language Education PASE. Since 2006 she has been an EAQUALS inspector and since 2008, as a member of EAQUALS certification panel, she has been involved in implementing CEFR-based curricula, assessment as well as the EAQUALS Certificates of Achievement.

Thom Kiddle is Deputy Director at NILE Norwich, and has worked in language teaching, training, and assessment on four continents over two decades. He has recently published on *Designing Digital Language Learning Materials*, and is responsible for the design and academic development of NILE Online language teacher education courses.

Bruce Milne After cutting his EFL teeth in Trento, Italy, Bruce Milne has worked for many years with Bell both overseas and in the UK as a teacher, teacher trainer and academic manager. He is currently Programmes Manager with a particular focus on overseas contracts.

Chris Moore is MD of Specialist Language Courses. He has extensive experience selling part-time language courses. At Cactus Language Training, his team sold 12,000 courses a year in 40 centres around the UK. He currently works with IH London, where his consultancy contributed to a 25% increase in evening course sales.

Brian North worked for 37 years (till Christmas) for Eurocentres and was Chair of EAQUALS 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 of the manual for relating examinations to the CEFR.

Dot Powell is the ESOL Nexus Project Director, British Council. This innovative, EIF-funded project has launched a resource website for ESOL learners and teachers which has achieved over 300,000 unique visitors in its first 18 months of operation. Prior to this, as well as having gained extensive experience as an ELT teacher and teacher trainer and ESOL teacher, teacher trainer and curriculum manager, she worked as an educational consultant in the UK learning and skills and schools sectors from 2004 to 2011.

Ralitzia Rousseva, MA Pedagogy, has been with AVO-Bell for about 23 years. She has more than 25 years of experience as an English teacher working with young learners and teenagers, preparing them for the Cambridge tests and exams. Since 2001 she has been a teacher trainer at the school and is a Director of Studies for YL and Teenage Courses. Ralitzia is also a Cambridge ESOL oral examiner.

Dr. Beata Schmid has been at EF International Centres for more than twenty years. She is a linguist, with a Ph.D. from Brown University. At EF, she is responsible for implementation of academic language training programs: faculty, textbooks, curriculum design, instructional software, teacher training and representation at international conferences.

Adrian Underhill is an international consultant, speaker, trainer and author in the fields of leadership and facilitator development, organisational learning and teacher training. He is series editor of Macmillan Books for Teachers, a past president of IATEFL and currently an IATEFL Ambassador. He serves on the board of the International House Trust. Present interests include the roles of spontaneity, improvisation and intuition in learning and teaching.

Emma Walton is Director of Academic Development for EF UK/Ireland. She has been with EF International Centres for 10 years. She is responsible for the academic language courses, staffing, materials, curriculum design, instructional software, teacher training and external representation.

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), an IH Visitor, and EAQUALS inspector. Jo designed the EAQUALS online Inspector Training Course and is also involved in inspector training.

Stephanie Wimmer-Davison Academic Director at academia Zurich Switzerland. Over 20 years teaching experience on 3 continents. An experienced teacher trainer (accredited CELTA trainer) with over 7 years' experience in teacher training in Switzerland. Steph also still teaches IGCSE and A/S level English Language.

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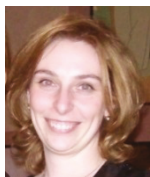


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We warmly acknowledge the part played by all the speakers and workshop leaders who are so willingly contributing their experience and expertise, and without whom there would be no conference.

We would also like to thank the organisations that have generously sponsored the meeting with financial contributions and who are participating in the exhibition:

- Macmillan English Campus
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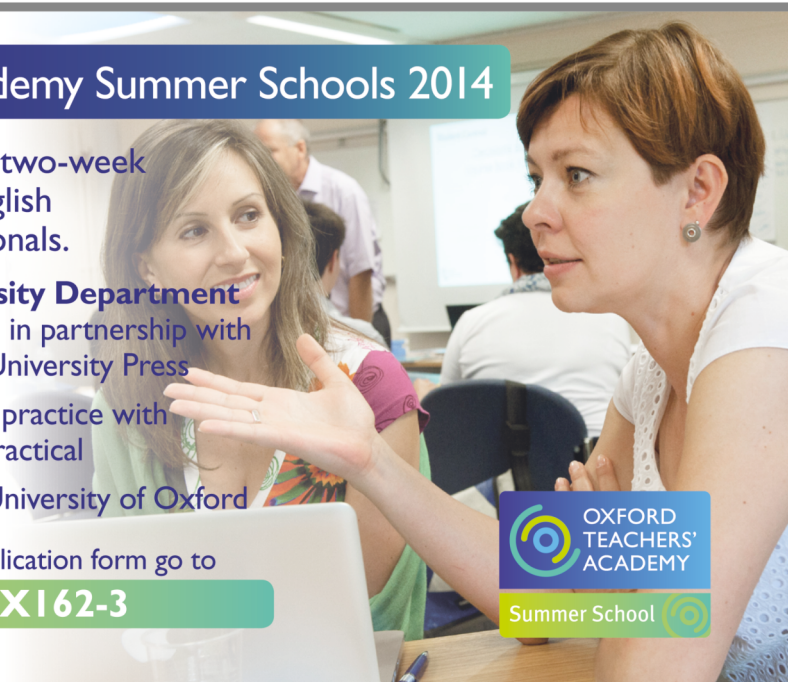
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Ideas for Sunday

Do you fancy a bit of sightseeing in Budapest? Here are some ideas if you are staying on Sunday.

- **RiverRide** company offers a very interesting sightseeing programme with their floating buses
- **Budapest Hop on Hop off bus tours** are the most popular and convenient sightseeing tours

Gain insights into **Budapest's historical past:**

- Castle walk
- Inner city walks
- Jewish Quarter walking tour
- Millennium Walk

Take a dip and relax in one of **Budapest's famous baths.**

- Gellért Bath - close to Flamenco Hotel
- Császár Baths - Veli Bej - one of the oldest Turkish baths in Budapest.
- Rudas Baths
- Király Baths
- Széchenyi Baths

If you would like to know more about any of these suggestions or would like advice on making your own arrangements, ask the conference organisers for help.

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, laid out in the form of 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, especially in relation to European developments in the field.

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 it is necessary 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. For this or for first inspection, a full application for EAQUALS membership needs to be submitted using the Membership Application Form on the website. On the form you are asked to specify some dates when an inspection by EAQUALS would be convenient. 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