



Eaquals International Conference

27 – 29 April 2017

Riga, Latvia

Radisson Blu Hotel Latvija

Welcome from the Eaquals Chair



Dear Colleagues,

Welcome to the Eaquals Annual International Conference 2017.

I am delighted to welcome you to the lovely city of Riga and this much-anticipated event. I look forward to meeting you all during the next few days at conference.

The Eaquals annual conference provides the platform for the exchange of ideas from many viewpoints - academic, management, business sales & marketing. The result is to enhance understanding and strengthen networks, both of which are crucial in an increasingly competitive international educational environment. Facilitating this, the Eaquals conference continues to offer a variety of thematic strands – teaching and learning, course design, CEFR & assessment, quality management, staff development and business and marketing management.

Over the next few days, we will have the opportunity to critically examine our industry practices and choose the best of these to pave the way forward for future innovations in language learning and teaching. This will be led by our speakers, invited guests and those from the Eaquals network. We are grateful to all of them for their willingness to share their ideas, practice and innovations.

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

Thanks are also due to the Baltic Council, who have provided invaluable help and guidance in terms of practical arrangements for the conference, and also to the British Council who provided financial support in order to assist local teachers in attending the conference. In addition, Education Centre Durbe, our local Eaquals member, have also provided support in terms of being the knowledge on the ground.

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

I hope you have a rewarding few days.

Thank you for attending.

Best wishes,

A handwritten signature in blue ink, which appears to read 'Justin Quinn'. The signature is stylized and fluid.

Justin Quinn

Chair of Eaquals

Programme overview

Thursday 27 April

| | | |
|-------------|---------------------------------------------------------------------------------------------------|-----------------------------|
| 0800 – 1700 | <i>Registration</i> | |
| 0930 – 1100 | Management training workshop (see page 10) | |
| 0930 – 1130 | Inspector professional development session (see page 11) | |
| 1100 – 1130 | <i>Coffee & exhibition for participants of the Management training workshop</i> | |
| 1130 – 1200 | <i>Coffee & exhibition for participants of the Inspector professional development session</i> | |
| 1130 – 1300 | Management training workshop | |
| 1200 – 1300 | Inspector professional development session | |
| 1300 – 1400 | <i>Lunch & exhibition for participants of the Inspector professional development session</i> | |
| 1300 – 1415 | <i>Lunch & exhibition for participants of the Management training workshop</i> | |
| 1400 – 1530 | Inspector professional development session | |
| 1415 – 1545 | Management training workshop | |
| 1530 – 1600 | <i>Coffee & exhibition for participants of the Inspector professional development session</i> | |
| 1545 – 1615 | <i>Coffee & exhibition for participants of the Management training workshop</i> | |
| 1600 – 1700 | Inspector professional development session | |
| 1615 – 1800 | Tour of Riga (or free time) | |
| 1700 – 1730 | Inspector professional development – Inspector Forum | |
| 1800 – 1830 | Newcomers/sponsors reception with the Board and Staff | |
| 1930 – 2230 | Dinner at Benjamin's Restaurant (Meet in the lobby of Radisson Blu Hotel Latvija at 19.10) | <i>Pre-booking required</i> |

Friday 28 April

| | | |
|-------------|--------------------------------------------------------------------------------------------------------|-----------------------------|
| 0800 – 1300 | Registration | |
| 0900 – 1045 | Eaquals Annual General Meeting (Eaquals members only) | |
| 0900 – 1030 | Conference sessions (open to all) | |
| 1030 – 1100 | Coffee & exhibition (1045-1115 for AGM attendees) | |
| 1100 – 1300 | Conference sessions (open to all) | |
| 1115 – 1245 | Discussion forum (Eaquals members only) | |
| 1300 – 1415 | Lunch & exhibition | |
| 1415 – 1530 | Conference opening session: Welcome from the Eaquals Chair and opening plenary | |
| 1530 – 1600 | Coffee & exhibition | |
| 1600 – 1725 | Elective sessions | |
| 1730 – 1820 | Plenary | |
| 2000 – 2400 | Conference dinner & disco at Small Guild (Meet in the lobby of Radisson Blu Hotel Latvija at 19.30) | <i>Pre-booking required</i> |

Saturday 29 April

| | | |
|-------------|----------------------------------------------------------------------------------------------------|-----------------------------|
| 0900 – 0945 | Plenaries | |
| 1000 – 1050 | Elective sessions | |
| 1050 – 1120 | Coffee & exhibition | |
| 1120 – 1300 | Elective sessions | |
| 1300 – 1410 | Lunch & exhibition | |
| 1410 – 1510 | Plenaries | |
| 1520 – 1600 | Elective sessions | |
| 1600 – 1630 | Coffee & exhibition | |
| 1630 – 1715 | Plenary session | |
| 1715 – 1730 | Conference close | |
| 1930 – 2230 | Social event – FolkKlubs ALA Pagrabs (Meet in the lobby of Radisson Blu Hotel Latvija at 19.00) | <i>Pre-booking required</i> |

The detailed conference programme is on pages 5 to 9

Abstracts of all conference sessions and biodata of speakers are on pages 10 to 32

Are you new to Eaquals?

Is this your first time at an Eaquals conference? If so, we are very pleased to see you. Don't be shy to introduce yourself and to ask for information from the Eaquals Officers, Board and Accreditation Panel members and our conference assistants. They are all wearing yellow lanyards on their badges so you can identify them easily and you can also find photos of the Eaquals Board and Officers on page 33. Don't hesitate to approach us for information.

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

Newly accredited and associate members – meet the Eaquals Board and Officers

If you represent an Accredited Member or an Associate Member that has joined Eaquals since May 2016 or an institution that has recently had an Advisory Visit, we would like to invite you to come and meet members of the Board at our pre-dinner reception.

Thursday 27 April, 1800 - 1830

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

If you would like to learn about Eaquals, its accreditation scheme, membership benefits and discuss how to become a member, you will find brief information on page 44. Speak to our registration staff to book a 15-minute individual meeting with one of our Eaquals Officers at the Meet Eaquals session.

Saturday 29 April, 1130 – 1310

Floorplan – Radisson Blu Hotel Latvija



Detailed Conference Programme

Conference themes

The conference sessions on Friday and Saturday are organised around 6 themes, chosen to reflect the interests of delegates. The programme includes keynote plenary sessions together with elective sessions. Elective sessions are colour-coded by theme in the programme, to help you choose which session to attend.

| |
|--------------------------------------------|
| Language Teaching & Learning |
| Course design & assessment |
| New Trends & Innovation |
| Staff Development |
| Managing for quality |
| Business & marketing management |

| Thursday 27 April | | | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0800 – 1700 | Registration | | |
| 0930 – 1545 | Management Training Workshop <i>Open to all</i> Room: Beta 1 & 2 | 0930 - 1730 | Inspector professional development <i>These sessions are <u>only</u> open to appointed Eequals inspectors</i> Room: Gamma 1 & 2 |
| 0930 – 1100 | Developing Your Team: session 1 Duncan Foord | 0930 – 1130 | Demystifying the Scheme and the Inspection Process Ludka Kotarska, Sue Sheerin, Valérie Clochard, John Haagenen |
| 1100 – 1130 | Coffee & exhibition | 1130 – 1200 | Coffee & exhibition |
| 1130 – 1300 | Developing Your Team: session 2 Duncan Foord | 1200 - 1300 | Accountability by precise and informative measurement of progress: Global Scale of English and its relevance in relation to the Eequals Quality Standards Professor John de Jong |
| 1300 – 1415 | Lunch (Omega1) & exhibition | 1300 - 1400 | Lunch (Omega 1) & exhibition |
| 1415 – 1545 | Developing Your Team: session 3 Duncan Foord | 1400 - 1530 | Standardisation Session Martyn Ellis, Binnie Hadjidimitrova, Lyndy Cronin, Laura Muresan |
| 1545 – 1615 | Coffee & exhibition | 1530 - 1600 | Coffee & exhibition |
| 1615 – 1800 | Tour of Riga (or free time) | 1600 – 1700 | New Checklist for Blended Learning and Online Resources Sue Sheerin, John Haagenen |
| | | 1700 – 1730 | Inspector Forum Chaired by Sue Hackett |
| 1800 – 1830 | Newcomers/sponsors reception with the Board and Staff Room: “27” | | |
| 1930 – 2230 | Dinner at Benjamin’s Restaurant (<i>pre-booking required</i>) (<i>Meet in the lobby of Radisson Blu Hotel Latvija at 19.10</i>) | | |

| | | | | | | |
|-----|--|------------------------------|--|----------------------------|--|---------------------------------|
| KEY | | Language Teaching & Learning | | Course design & assessment | | New Trends & Innovation |
| | | Staff Development | | Managing for quality | | Business & marketing management |

| Friday 28 April | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 0800 – 1300 | Registration | |
| | Room: Alpha | Room: Gamma 1 & 2 |
| 0900 – 0955 | Eaquals Annual General Meeting (0900 – 1045) (Eaquals members only) Chair Justin Quinn | Presenting Eaquals Preparing for a successful Eaquals inspection (open to all) Sarah Aitken |
| 1000 – 1030 | | Presenting Eaquals An Accreditation Journey (open to all) Serkan Aras & Gokce Unlu |
| 1030 – 1100 | Coffee break & exhibition (1045-1115 for AGM attendees) | |
| 1100 – 1140 | Eaquals Annual General Meeting & Discussion forum (11.15 – 12.45) (Eaquals members only) Chair Justin Quinn | Supporting and managing language teachers: challenges & insights (open to all) Tim Herdon, Brian North, Richard Rossner |
| 1140 – 1220 | | We are. We can. We teach. (open to all) Kirsten Holt |
| 1220 – 1300 | | Personalising learning. Connecting content to your syllabus (open to all) David Coarsey |
| 1300 – 1415 | Lunch (Omega1) & exhibition | |

| Friday 28 April continued | | | | | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------|
| 1415 – 1530 | Opening session: Welcome and opening remarks Justin Quinn, Equals Chair Room: Alpha | | | | |
| | Opening plenary: Transitions in the Life of a Teacher Rod Bolitho Room: Alpha | | | | |
| 1530 - 1600 | Coffee break & exhibition | | | | |
| Elective session 1 | | | | | |
| 1600 - 1640 | Room: Gamma 1 & 2 | Room: Lambda | Room: Ksi | Room: Beta 1 | Room: Beta 2 |
| | Supporting and managing language teachers: challenges & insights Mila Angelova, Ela Jarosz, Brian North, Richard Rossner | Give Your Teaching the Coaching Twist Duncan Foord | Understanding rating scales John de Jong | Stick or Twist? Jonathan Dykes | The Power of Edmodo for blending and flipping learning Russell Stannard |
| Elective session 2 | | | | | BYOD (tablet or laptop only) |
| 1645 - 1725 | The long and winding road towards a CEFR for language teachers Lukas Bleichenbacher, Richard Rossner | Tensions in teaching - reconciling teaching and testing Alex Thorp | Using LEGO® as an English language learning tool David Bish | Effective risk management Ian Powney | |
| 1730 - 1820 | Plenary Key Technologies that can impact on teaching and learning Russell Stannard Chair: Justin Quinn Room: Alpha | | | | |
| 2000 - 2400 | Conference dinner & disco at Small Guild (<i>pre-booking required</i>) (<i>Meet in the lobby of Radisson Blu Hotel Latvija at 19.30</i>) | | | | |

| Saturday 29 April | | | | | | |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 0900 – 0945 | Room: Alpha | | | Room: Beta 1 & 2 | | |
| | Plenary Inclusion of all – is it possible? Myths and realities. Marie Delaney Chair: Mila Angelova | | | Plenary Digital Marketing Strategies to Increase Direct Inquiries for Language Schools Philippe Taza Chair: Walter Denz | | |
| | Elective session 3 | | | | | |
| | Room: Alpha | Room: Beta 1 | Room: Lambda | Room: Epsilon | Room: Beta 2 | Room: Gamma 1 & 2 |
| 1000 - 1050 | Inclusion of all – is it possible? Myths and realities. Marie Delaney | Testing and assessing listening skills - are we getting it right? Dave Allan | Making Learning Visible Silvana Richardson | Giving effective feedback and coaching team members Alex Cann | Paid Search and Social Media Advertising Workshop for Language School Recruitment Philippe Taza | Using digital media to boost interaction in the 21st Century classroom John Haagensen, Nareene Kaloyan |
| 1050 – 1120 | Coffee break & exhibition | | | | | |
| | Elective session 4 | | | | | |
| | Room: Beta 2 | Room: Beta 1 | Room: Lambda | Room: Epsilon | Room: Ksi | Room: Gamma 1 & 2 |
| 1120 - 1150 | Peer observations using app VEO Francisco González | Integrated skills assessment - opening up the construct Thom Kiddle | Bringing the Eaquals Framework for Language Teacher Training and Development to Life Chris Farrell | The development of a CPD framework for schools Patrick Creed | Personalising learning. Connecting content to your syllabus David Coarsey | Emotional response as motivational tool in a language classroom Thom Jones, Sean McDonald |
| | Elective session 5 | | | | | |
| | Room: Beta 2 | Room: Beta 1 | Room: Lambda | Room: Epsilon | Room: Ksi | Room: Gamma 1 & 2 |
| 1155- 1225 | Scaffolding Learning: Putting it up and taking it down Jacqueline Einer | Crafting a CEFR based Curriculum: A Turkish K12 Case Study Matthew Benton | A new definition of blended learning for the digital age Mike Riley | Motivating tired teachers: coaching for performance and CPD Lorraine Kennedy | Outdoor Teaching Technologies Nadezhda Lyubich | How will a language school in 2025 differ from a language school of today Justin Quinn |

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|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1130 – 1310 | Meet Eaquals: information for those considering joining the Association Book your appointment at the Registration Desk for a 15-minute 1:1 meeting with Lou McLaughlin, Executive Director, or Ludka Kotarska, Director of Accreditation |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | Elective session 6 | | | | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| | Room: Beta 2 | Room: Beta 1 | Room: Lambda | Room: Epsilon | Room: Ksi | Room: Gamma 1 & 2 |
| 1230 - 1300 | Living and Learning with Dyspraxia James Belvedere, Julie Wallis | Integrating content, language and art in creating course modules Galya Mateva | Beyond General English: building new markets for language schools and centres Michael Carrier | Profiling teachers' foreign language competences Lukas Bleichenbacher, Catherine Diederich, Thomas Roderer | Observing the Self Conrad Heyns | The importance of quality when an agent chooses a school Maria Castro |
| 1300 – 1410 | Lunch (Omega 1) & exhibition | | | | | |
| 1410 - 1440 | In conversation with Brian North Recent updates to CEFR and relevance for classroom practitioners Brian North Chair Mila Angelova Room: Alpha | | | | | |
| 1440 - 1510 | In conversation with Mike Mayor The Global Scale of English: extending the CEFR to support more learners Mike Mayor Room: Alpha | | | | | |
| Elective session 7 | | | | | | |
| | Room: Beta 2 | Room: Beta 1 | Room: Lambda | Room: Epsilon | Room: Ksi | Room: Gamma 1 & 2 |
| 1520 - 1600 | Connecting Students to Learning: Differentiated Instruction Burcu Cubukcu | Cutting through the conceptual: guidance for navigating teacher frameworks Ben Beaumont | Using learning platforms as productive tools Angus Savory | Teaching and Studying English on the Move with YOD (Your Own Device) Damien Lonsdale | Quality Fallout Giulia Brazzale, Vanina Dal Santo | Agent Panel Discussion Led by Walter Denz, Justin Quinn |
| 1600 – 1630 | Coffee break & exhibition | | | | | |
| 1630 – 1715 | Plenary 21st Century Skills - Going Beyond Language Learning Jacqueline Kassteen Chair: Walter Denz Room: Alpha | | | | | |
| 1715 – 1730 | Conference close, Justin Quinn Room: Alpha | | | | | |
| 1930 – 2230 | Dinner at the FolkKlubs ALA Pagrabs (<i>pre-booking required</i>) <i>(Meet in the lobby of Radisson Blu Hotel Latvija at 19.00)</i> | | | | | |

Session details and speaker biographies

Day One: Thursday 27 April

0930 – 1545: Management training workshop

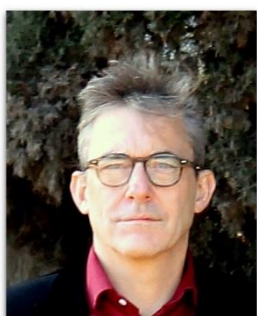
Room: Beta 1 & 2

Developing Your Team: Duncan Foord

In this one day workshop we will look at three areas relating to building and maintaining effective teams in organizations.

- We will work on “teamthink”, how to create better meetings and arrive at better decision making by encouraging people to think independently and creatively.
- We will learn about and practice the fine art of delegating within the team to get people contributing from their strengths.
- We will consider issues around motivation and rewards for teams and individual team members.

The workshop will be of interest to all language education professionals including teachers, centre managers and owners



Duncan Foord is the Director of OxfordTEFL, Barcelona. He has 30 years' experience in language teaching, teacher training and school leadership and management. He is the author of “From English Teacher to Learner Coach” (with Dan Barber, The Round 2014) The Developing Teacher (Delta Publishing, 2009) and The Language Teachers Survival Handbook with Lindsay Clandfield (Its Magazines, 2008). He is the lead trainer on the OxfordTEFL Leadership in ELT course (on line and face to face)

Session 1: Demystifying the Scheme and the Inspection Process**Ludka Kotarska, Sue Sheerin,
Valérie Clochard, John Haagenzen**

In this session we will present a report for 2016 on inspections and related services. It will be followed by a Quiz on the content of the Handbook for Inspectors. We will also offer a practical session on the ways to look for evidence and verify practice in order to decide whether the institution meet Eaquals requirements.

Session 2: Accountability by precise and informative measurement of progress: Global Scale of English and its relevance in relation to the Eaquals Quality Standards**Professor John de Jong**

Formal language teaching and learning is one of the most inefficient and unsuccessful endeavours in education. Some students may reach a level where they can actually use the language they studied for communication, but this has been shown to be mainly due to out-of-school encounters with the language (Verspoor, De Bot and Van Rein, 2011). The lack of in school success is a consequence of the absence of a realistic structural model for ordering language learning objectives. The Global Scale of English (GSE) offers a structured approach to teaching English based on selecting and ordering learning objectives according to their immediate and ubiquitous usefulness, leading to a granular scale of language proficiency which allows negotiation between learners and teachers about goals to be set and evaluation of progress made. The GSE is an application of the Common European Framework of Reference for Languages, but offers many more learning objectives (Can-do statements), thereby allowing for more precise measurement of progress.

The Eaquals Advisory Guide to Accreditation mentions that Inspectors are to evaluate whether schools have well-defined learning objectives and whether the school's placement and assessment procedures as also their reports and certificates clearly refer to the intended leaning outcomes. The Guide also stipulates that these objectives should be related to the CEFR levels. Using the granular GSE will help schools to set objectives and inspectors to evaluate these much more precisely while still referring directly to the CEFR.

Session 3: Standardisation Session**Martyn Ellis, Binnie Hadjidimitrova,
Lyndy Cronin, Laura Muresan**

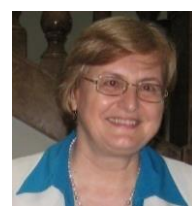
The purpose of this session is to promote consistency in the way inspectors evaluate particular Categories of the Scheme. We will explore a number of scenarios based on real situations with regard to crucial areas of the Scheme such as Teaching and Learning, Course Design and Supporting Systems, Assessment and Certification or Quality Assurance.

Session 4: New Checklist for Blended Learning and Online Resources**Sue Sheerin,
John Haagenzen**

Inspectors will be familiar with the Blended Learning Appendix to the Eaquals Inspection Manual (including the glossary), which is a useful and comprehensive tool. However, where the *major* part of the teaching and learning is classroom-based and face-to-face, this quick checklist is intended to be an easy-to-use 'aide mémoire, during a busy inspection.

Session 5: Inspector Forum - 'Any Questions' format**Chaired by Sue Hackett**

This will be an opportunity to raise your concerns.

The Eaquals Accreditation Panel**Valérie Clochard****Lyndy Cronin****John Haagenzen****Sue Hackett****Binnie Hadjidimitrova****Martyn Ellis****Laura-Mihaela Muresan****Sue Sheerin**

Day Two: Friday 28 April

0900 – 0955

Presenting Eaquals Preparing for a successful Eaquals inspection

Sarah Aitken
Gamma 1 & 2

What is it like to have an Eaquals inspection? What do the inspectors do when they come to our language centre? What standards are we expected to meet? And what benefits will Eaquals accreditation bring us? This session will answer many of the most common questions asked by those who are considering applying for Eaquals accreditation. We will look at a typical inspection programme and consider the different elements of the visit. And we will focus on a specific area of the quality standards - the standards for academic management.



Sarah Aitken recently retired as Eaquals Executive Director, where she was responsible for advising and supporting language centres that apply to become Accredited Members of our Association. Before joining Eaquals, she managed international degree programmes and quality audits at Oxford Brookes University and was principal of a private English language centre. Sarah is an experienced Eaquals inspector and served on the Accreditation Panel for 8 years, moderating reports and overseeing scheme standards.

1000 – 1030

Presenting Eaquals An Accreditation Journey

Serkan Aras & Gokce Unlu
Gamma 1 & 2

The process of getting accredited can be perceived as a burden by institutions; however, the institutions on accreditation journey could turn this challenge into an opportunity. In our case, this process became a fruitful experience for Ozyegin University, and in this presentation, we will share our rewarding journey of Eaquals accreditation: how it started, proceeded and reached the happy ending. It will also provide some practical tips for schools aiming to turn accreditation into a developmental process. The presentation will start with the process before accreditation: the motives leading us to prefer Eaquals and how we identified our needs and actions. The second part of the presentation will show the actions taken through self-assessment process in which we were able to identify where we were and where we were heading to. The last part will be devoted to the details of the process following the advisory visit and the inspection.



Serkan Aras received his combined BA and MA in English Teacher Education from Bilkent University in 2008. He has been teaching at Ozyegin University for 4 years and he takes part in the Accreditation Committee.



Gokce Unlu Having received her BA in ELT from Istanbul University in 2001, she completed her MSc. in Education from the University of Edinburgh in 2003. She has been working as an English instructor for fifteen years. She is now teaching at Ozyegin University and she takes part in the Accreditation Committee.

1100 – 1140

Supporting and managing language teachers: challenges & insights

**Tim Herdon, Brian North,
Richard Rossner**
Gamma 1 & 2

This workshop will focus on a key aspect of the role of academic managers and coordinators: the support and management of the teachers they work with. This role spans a range of management activities that are essential to the quality and effectiveness of an institution's work, for example orientating teachers to the courses provided by the institution, including the syllabuses and resources; overseeing and supporting teachers' ongoing professional development; and managing teachers' performance in and outside the classroom.

Following a brief review of the scope of these tasks as experienced by participants, the workshop will focus on some scenarios which illustrate the procedures and challenges involved, with participants sharing their own approaches and ideas. The workshop will draw on material from the new Language Education Management series, co-published by Eaquals and OUP.



Tim Herdon has over thirty years of experience in teaching, training, school management and materials writing. During his career he has taught English in England, Italy, Spain, and Japan, working in both private and public education. As a teacher trainer he has worked with adult, university, secondary, and primary teachers in a wide range of countries in four continents, most frequently in Brazil, Russia, and Spain. His special interests in ELT training are reading, CLIL, and drama. He is currently a senior editor in Professional Development at OUP in Oxford.



Brian North has extensively collaborated with the Council of Europe alongside his long career at Eurocentres. He developed the CEFR levels and descriptors, co-authored it, the prototype ELP, the CEFR Exam Manual, plus Eequals' Core Inventories (English and French) and coordinated the project now reported. He was Eequals Chair 2005-10.



Richard Rossner is a consultant for and co-founder of Eequals. He has been involved in language education for 50 years as a teacher, teacher trainer, author and manager. He has worked on various language education projects on behalf of Eequals, has given presentations and led workshops in over 30 countries, and is a member of Council of Europe's coordinating group on the linguistic integration of adult migrants. Richard is one of the authors of books in the new Eequals-OUP Language Education Management series.

1140 – 1220

We are. We can. We teach.

Kirsten Holt
Gamma 1 & 2

What makes someone a good or successful teacher? Is it simply a question of whether a teacher is a native speaker or not?

Traditionally, that has been the case but recent debate suggests this way of thinking is flawed; however, how much has changed in reality?

Maybe it's time to move away from the debate around mother tongues and start to examine what makes a successful teacher instead – thereby placing the emphasis on teachers as facilitators of language learning rather than models of target language – to find a solution: teaching competences.

In this talk, I will examine the outcomes of the debate, before moving on to look at what tools could be used to define 'successful teaching practice' and how teachers can demonstrate their current knowledge and expertise, including the ways they actively use these within their teaching environment; to show it's not just about who we are, but what and how we can teach. Finally, I will discuss whether teaching competences can serve this purpose by drawing on real world teaching contexts and examples, before concluding with a Q&A session.



Kirsten Holt is Publisher of Teacher Professional Development at Macmillan Education, having worked in publishing for 10 years. Before joining publishing, she worked in ELT as a teacher/materials writer through to a Director of Studies and trainer of teacher trainers. Kirsten is passionate about supporting people in their career development and finding ways to respond to the evolving world of ELT.

1220 – 1300

Personalising learning. Connecting content to your syllabus

David Coarsey
Gamma 1 & 2

Can online learning resources open up the way to properly personalised pathways for students? Each of your courses is defined by its syllabus; and we have long known that the use of multiple sources of material, rather than just one course book, produces better outcomes. However, for this to work, the materials must be coherent with the syllabus and with course aims. Random photocopies just don't cut it: the challenge is to link course books and third party materials to the syllabus for each class in a meaningful way.

GEL has spent the better part of three years developing methods of linking different sources of content to syllabi. In this session, we will focus on how you can do this. We will specifically talk about online learning, but the principles discussed are relevant to any content.



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

1445 – 1530 Opening plenary

Transitions in the Life of a Teacher

Rod Bolitho
Room: Alpha

This talk looks at professional development from a number of angles and pinpoints some of the challenges that language teachers face as their career unfolds over time. The first transition, from being a learner to becoming a teacher is possibly the most difficult of all, and I will examine some ways of dealing with it. But I will also discuss later transitions, most of which are optional in nature: moving into training, taking on new responsibilities, becoming a manager, embarking on research, writing materials and even retiring (!!) and will consider what each of these options opens up and closes down in career terms, with reference to some individual case studies. I will also consider the value of the professional and academic qualifications that teachers often go for, as well as the place of CPD frameworks in mapping out a teachers' career pathway.



Rod Bolitho was Academic Director at NILE until July 2015. He currently chairs their advisory board and he is a tutor on the NILE MA programme. He's been involved in teacher education and trainer training for over 35 years. He is currently consultant to Teacher Education and EAP reform projects for the British Council in Uzbekistan and Ukraine.

1600 – 1640 Elective session 1

Supporting and managing language teachers: challenges & insights

**Mila Angelova, Ela Jarosz,
Brian North, Richard Rossner**
Gamma 1 & 2

This workshop will focus on a key aspect of the role of academic managers and coordinators: the support and management of the teachers they work with. This role spans a range of management activities that are essential to the quality and effectiveness of an institution's work, for example orientating teachers to the courses provided by the institution, including the syllabuses and resources; overseeing and supporting teachers' ongoing professional development; and managing teachers' performance in and outside the classroom.

Following a brief review of the scope of these tasks as experienced by participants, the workshop will focus on some scenarios which illustrate the procedures and challenges involved, with participants sharing their own approaches and ideas. The workshop will draw on material from the new Language Education Management series, co-published by Equale and OUP.



Mila Angelova has worked in TEFL for over 25 years and is now Head DOS and CELTA tutor at AVO Language and Examination Centre, Sofia. Mila has been actively involved in different Eqaals activities and projects as an inspector, Chair of the Assessment Panel (managing the Eqaals Certificate of Achievement Scheme), and as a contributor to various CEFR-related projects. Other areas she has extensive experience in include: academic and administrative management, E-learning, EU project management, presenting at different ELT forums including IATEFL conferences, and of course, teaching various courses and age groups. Mila was elected Vice Chair (Academic) in 2013, and has worked since then on the content and quality of Eqaals conferences.



Elzbieta (Ela) Jarosz is a member of Eqaals Certification Panel. As the chair of the PASE Board of Inspectors, an active member of IATEFL Poland committee, teacher trainer and the academic director of Gama College in Krakow, she contributes to the implementation of the CEFR in Poland



Brian North has extensively collaborated with the Council of Europe alongside his long career at Eurocentres. He developed the CEFR levels and descriptors, co-authored it, the prototype ELP, the CEFR Exam Manual, plus Eqaals' Core Inventories (English and French) and coordinated the project now reported. He was Eqaals Chair 2005-10.



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Give Your Teaching the Coaching Twist

Duncan Foord
Lambda

We will look at some key features of a “coaching approach” to classroom teaching including setting and monitoring goals and helping students to get Motivated, get Organised and get Practising. (The Coaching MOP) You will evaluate some classroom activities which support this and reflect on your own students and how a coaching approach can help them in class and outside class.



Duncan Foord is the Director of OxfordTEFL, Barcelona. He has 30 years' experience in language teaching, teacher training and school leadership and management. He is the author of “From English Teacher to Learner Coach” (with Dan Barber, The Round 2014) The Developing Teacher (Delta Publishing, 2009) and The Language Teachers Survival Handbook with Lindsay Clandfield (Its Magazines, 2008). He is the lead trainer on the OxfordTEFL Leadership in ELT course (on line and face to face)

Understanding rating scales

John de Jong
Ksi

In this session the moderator will introduce the principals of rating scales and present a number of examples of such scales. Each scale will be reviewed as to its appropriateness to scale the ability of language learners to deal with actual, practical language functioning in real life. Strengths and weaknesses of these scales will be discussed. Participants will be invited to evaluate a mixed set of descriptors taken from a number of well known (anonymized) scales. This joint activity will result in a comparison between these scales, and will at the same time equip the participants with a deeper level of insight into requirements for scale development. This deeper insight will ideally lead to more productive interaction between learners and teachers with the intent to make learning goals negotiable and thereby increasing the sense of ownership of learners of their own learning which will lead to higher levels of motivation. Although the language of communication in the session will be English, the principles presented are applicable to learning and teaching any language.



JOHN H.A.L. DE JONG, former SVP Global Assessment Standards (Pearson), Professor of Language Testing (VU University Amsterdam) is an expert on empirical scaling of language abilities. Before engaging in language testing John taught French in secondary schools. At Pearson since 2006, he designed international English tests.

Stick or Twist?

Jonathan Dykes
Beta 1

Like many industries, the language teaching business is going through turbulent times. As owners and/or managers we need to consider how to react. Should we stick with what we know best and concentrate on trying to improve quality and value? Or should we invest time and money in new products and services which might be outside our normal comfort zone? There are clearly risks inherent in both approaches. This workshop, which is based on our experience running language schools in Spain and elsewhere, will consider the how to evaluate these risks and suggest a number of strategies attendees may like to consider.



Jonathan has spent most of his working life in the language teaching business. He started off as a English teacher but soon discovered that his talents lay outside the classroom. He is currently Chief Executive of the IHLS Group, which consists of over 20 companies, including International House Barcelona and Net Languages.

The Power of Edmodo for blending and flipping learning

Russell Stannard
Beta 2

Edmodo is an ideal solution for any educational institution or teacher who is looking to blend their learning in a secure and organised way. Russell has trained literally thousands of teachers to use Edmodo, which currently has around 50 million users worldwide. This workshop will get you up and running with Edmodo and you will quickly see how it can impact on the way teaching and learning is organised at your institution.



Russell Stannard is a NILE Associate Trainer (Norwich Institute for Language Education) and tutor on their Masters in TESOL programme. He is the founder of www.teachertrainingvideos.com, a website that has received awards from the Time Higher Educational, the British Council (ELTons) and the University of Westminster. It offers free step by step videos to help teachers incorporate technology into their teaching and receives more than 300,000 visits a year. Russell's interest in technology has focused on feedback, developing student's fluency, assessment, the Flipped Classroom and reflection. His feedback idea generated widespread media interest including appearances on TV and presentations in more than 30 countries around the world. He writes regular columns in the English Teaching Professional Magazine, Anglo Files Teacher Trainer Journal.

1645 – 1725 Elective session 2

The long and winding road towards a CEFR for language teachers

**Lukas Bleichenbacher &
Richard Rossner**
Gamma 1 & 2

This workshop will offer an insight into the project Towards a Common European Framework for Language Teachers, which has been on course at the European Centre for Modern Languages (ECML) since early 2016. Following a brief update on the aims of the project and progress so far, some key issues will be raised about the nature, range and scope of teacher competences relevant to the project. These include how an analysis of existing instruments can feed into a comprehensive inventory of teacher competences, how such an inventory can be constructed to serve the practical needs of different stakeholders (e.g. teachers, teacher educators, managers, and student teachers), and how the description of teacher competences can be linked to opportunities and experiences that can stimulate their further development. Participants in the session will be invited to consider and provide feedback on these issues, and will be informed how they can contribute to the project.



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



Richard Rossner is a consultant for and co-founder of Eaquals. He has been involved in language education for 50 years as a teacher, teacher trainer, author and manager. He has worked on various language education projects on behalf of Eaquals, has given presentations and led workshops in over 30 countries, and is a member of Council of Europe's coordinating group on the linguistic integration of adult migrants. Richard is one of the authors of books in the new Eaquals-OUP Language Education Management series.

Tensions in teaching - reconciling teaching and testing

Alex Thorp
Lambda

Teachers play an important role in helping students pass exams, but are there situations where teaching has just become another description for test preparation? This talk will look at the tensions teachers face when helping students and focus on developing a progressive assessment literacy to ensure that learning remains the focus of classroom practice. The session explores the notion that contemporary approaches to assessment can, when incorporated into teaching practices, enhance learning outcomes and provide an invaluable tool for every teacher. Attention is also given to some of the pitfalls teachers face when preparing students for tests, and how best to avoid them.



Alex Thorp is one of the academic leads at Trinity College London and previously had over 15 years' experience heading a teacher training department. With special interests in Assessment, Neuro-linguistics and Evidence-based Teaching, he presents the world over with the aim of supporting best practices in language teaching.

Using LEGO® as an English language learning tool

David Bish
Ksi

In Summer 2016, EF Piloted the EF LEGO® Studio where students used LEGO® in group project, and storytelling tasks to extend an existing EFL coursebook to enhance motivation, engage interest and promote oral interaction. The course was not just a chance to play. Other outcomes our teaching team found included project learning skills, bridging student-centered context construction, lower anxiety and increases in the willingness to learn. Our pilot showed that the use of LEGO in language teaching has great potential and that this fledgling pedagogy should be further refined and disseminated.

In this session we will reflect not only on the course itself but how a underlying pedagogical framework can support teachers and course developers in innovating through a mechanism such as participatory action research.



David Bish is Director of Academic Management for EF Education First's Language Travel division. He has been in Education for over 20 years as a teacher, director of studies, teacher trainer and materials designer.

Managing risk is an important issue for any enterprise including language schools. This session considers how to:

- identify and manage existing and new risks in a planned and coordinated manner with the minimum of disruption and cost.
- develop a 'risk aware' culture that encourages all staff to identify risks and associated opportunities and to respond to them with cost effective actions: proportionate to the risk impact and probability.
- be perceived by stakeholders (including your bank) as a well-managed organisation through adopting best risk management and legal compliance practice.
- construct a risk register, quantifying the likelihood and impact of each risk.
- prepare to continue your business in the event of a disaster.



Ian Powney is Eaquals Treasurer. Qualified as a Chartered Accountant with KPMG, Ian has been Director responsible for Finance and IT in a number of sectors including language teaching, regulation, professional institution, train operating and vending. He has considerable experience as the sponsor of projects including business systems, buying and selling businesses and property buy/rent/lease/refurbishment.

1730 – 1820 Plenary

Key Technologies that can impact on teaching and learning

Russell Stannard
Room: Alpha

What technologies are teachers using around the world? Russell surveys the many thousands of teachers that use his website to find out what technologies they use and how they are using them. In this talk Russell is going to focus on the most popular technology on his website, highlighting how just one tool can have an impact on blended and flipped learning, feedback, assessment and much more. A talk packed with ideas and drawing on some of the impact research too.



Russell Stannard is a NILE Associate Trainer (Norwich Institute for Language Education) and tutor on their Masters in TESOL programme. He is the founder of www.teachertrainingvideos.com, a website that has received awards from the Time Higher Educational, the British Council (ELTons) and the University of Westminster. It offers free step by step videos to help teachers incorporate technology into their teaching and receives more than 300,000 visits a year. Russell's interest in technology has focused on feedback, developing student's fluency, assessment, the Flipped Classroom and reflection. His feedback idea generated widespread media interest including appearances on TV and presentations in more than 30 countries around the world. He writes regular columns in the English Teaching Professional Magazine, Anglo Files Teacher Trainer Journal.

Day Three: Saturday 29 April

0900 – 0945: Plenaries

Inclusion of all – is it possible? Myths and realities.

Marie Delaney
Alpha

Inclusion is a popular concept now in education in many countries. Many governments are following policies of educational inclusion for all, particularly for students with special educational needs. This presents challenges and opportunities for language institutions and for teachers. This talk will look at some of these challenges, some of the myths around inclusion and some of the ways forward.

Topics covered will include

- What does inclusion mean? Who should be included?
- Access to education vs engagement in education
- What are special educational needs? How do they affect learning and behaviour?
- How can we create inclusive language learning classrooms?
- What are the management issues for an inclusive school?
- Managing the wellbeing of staff and students
- Practical tips for classroom teachers



Marie Delaney trained in the UK as an Educational Psychotherapist, English Language and Modern Foreign Languages Teacher and Teacher Trainer. She is now based in Ireland. She has extensive experience of working with challenging behaviour – both staff and pupils! She has worked on outside school projects with young offenders and those at risk of exclusion from school – as well as in primary and secondary schools with pupils considered ‘unteachable.’ She has been Director of Studies for International House, Poland, Course Director for Teacher Training at Pilgrims and has trained teachers in several countries for Pilgrims and the British Council. Her main interests are how therapeutic thinking approaches can help schools deal with challenging behaviour and difficult situations, including all students in learning, unlocking learning blocks and supporting staff in their dealings with challenging pupils. She is the author of *Into the Classroom : Special Educational Needs* (OUP 2106), *Teaching the Unteachable* (Worth Publishing 2009) and *‘What can I do with the kid who...?’* (Worth Publishing 2010). She is co-author of the British Council SEN online resources for teachers and the report on *Language for Resilience: understanding the language needs of Syrian Refugees*. (2016 BC) .

Digital Marketing Strategies to Increase Direct Inquiries for Language Schools

Philippe Taza
Beta 1 & 2

This session will provide language schools with an overview of how to build a comprehensive digital marketing strategy that will allow them to diversify their recruitment channels, target a wider range of international markets, and follow up on direct inquiries more efficiently.

Using practical examples from leading institutions across the world, Philippe Taza, CEO of Higher Education Marketing, will demonstrate how digital marketing can help language schools improve their international reach, refine their websites over time with evolutionary redesign, and streamline their recruitment processes to achieve measurable, actionable results.

The plenary will include:

- Developing Target Personas
- SEO and keyword research
- Leveraging multi-lingual content
- Social Media Marketing for student recruitment
- Creating and Managing Pay-per-Click (PPC) advertising campaigns
- Improving Your Website with Evolutionary Redesign
- A/B Testing
- Using CRM to Track and Follow Up With Leads Through The Enrolment Funnel
- Using Google Analytics to track and measure results



Philippe Taza is CEO and Digital Analyst at Higher Education Marketing. He began his career in education marketing in 2001, as a recruitment officer and recruitment manager at a private college in Vancouver, BC. In 2008, he founded Higher Education Marketing, a digital marketing agency dedicated to the education space, offering expertise in inbound marketing, lead generation, web design, content development, branding, PPC, SEO, social media and analytics.

1000 – 1050: Elective session 3

Inclusion of all – is it possible? Myths and realities.

Marie Delaney
Alpha

This workshop will continue the themes of the plenary speech and will look in more depth at the classroom teaching issues when developing inclusive classrooms. It will look in particular at ways of dealing with challenging behaviour in relation to students with special educational needs. Often behaviour is the only indicator that a learner is having difficulty with learning.

We will look in particular at how behaviour can be a sign of

- working memory difficulties
- hearing impairment
- dyslexia
- tracking and attention difficulties
- communication difficulties
- social difficulties
- trauma and loss in early years

We will look at some strategies which can help teachers in general to manage these learners in class.



Marie Delaney trained in the UK as an Educational Psychotherapist, English Language and Modern Foreign Languages Teacher and Teacher Trainer. She is now based in Ireland. She has extensive experience of working with challenging behaviour – both staff and pupils! She has worked on outside school projects with young offenders and those at risk of exclusion from school – as well as in primary and secondary schools with pupils considered ‘unteachable.’ She has been Director of Studies for International House, Poland, Course Director for Teacher Training at Pilgrims and has trained teachers in several countries for Pilgrims and the British Council. Her main interests are how therapeutic thinking approaches can help schools deal with challenging behaviour and difficult situations, including all students in learning, unlocking learning blocks and supporting staff in their dealings with challenging pupils. She is the author of *Into the Classroom: Special Educational Needs* (OUP 2106), *Teaching the Unteachable* (Worth Publishing 2009) and *‘What can I do with the kid who...?’* (Worth Publishing 2010). She is co-author of the British Council SEN online resources for teachers and the report on *Language for Resilience: understanding the language needs of Syrian Refugees*. (2016 BC).

Testing and assessing listening skills - are we getting it right?

Dave Allan
Beta 1

Assessing our learners’ listening skills – are we getting it right?

Does traditional ‘listening comprehension’ testing achieve full coverage of listening skills? This workshop will explore how we can assess listening effectively, considering tests types which provide more valid evidence of real L2 listening ability, establishing key principles and practical guidelines for assessing listening at different levels and in different contexts. We will be concerned to maximise the efficiency and effectiveness of our testing and assessing of listening skills by exploring both new and revisited test types and response formats which can achieve high levels of coverage, test economy and authenticity as well as validity and reliability.



Dave Allan is President of NILE, Norwich Institute for Language Education, which provides professional development for over 2,000 teachers a year from some 40 countries worldwide, at all levels from initial training to an MA. Dave has been involved in TEA in language education for nearly 40 years and has been a TEA consultant for ministries worldwide as well as being leader for NILE’s MATEA module.

Making Learning Visible

Silvana Richardson
Lambda

One important area that has received increased attention recently is the need for teachers to get evidence of learning –i.e. to ensure that what is being learnt and how well it is being learnt is clearly visible to both teachers and their students –as this information is fundamental to determining the direction of subsequent teaching and learning.

In this workshop I will explore the importance and the benefits of making learning visible. I will demonstrate practical strategies that have been found to have very high effects on learning, and that we have taught the teachers in our organization to get more and better evidence of learning. I will use video footage from our schools to show how these strategies work in action in classrooms. I will also share the approach we use to teaching teachers about visible learning to enable them to successfully and confidently transfer the strategies they have learnt to their own practice.



Silvana Richardson is Head of Teacher Development at Bell Educational Services and Head of Programme Quality at the Bell Foundation. She has worked in English Language Teaching for over 25 years as teacher and academic manager and has trained EFL, MFL, ESOL, EAL, CLIL and subject teachers and trainers in the state and private sectors both in the UK and abroad. She is a quality assurance inspector.

Giving effective feedback and coaching team members

Alex Cann
Epsilon

Giving good quality, constructive feedback can be an extremely effective way of improving performance and increasing motivation. Using coaching techniques to complement your feedback helps to develop and motivate your team as they work towards a clearly defined end goal.

In this highly interactive workshop, drawn from acknowledged feedback and coaching models, you will be given the opportunity to reflect on your current practices, explore alternative ways of delivering feedback and practise coaching techniques with each other. I will offer useful tips and techniques for delivering feedback as well as suggesting a positive

structure to guide the feedback conversation. This will lead to exploring how targeted questioning can provide greater depth to discussions and offer clearer solutions.

We will finish by looking at a popular coaching model and trying out some coaching questions. This workshop provides a useful reminder that our experience isn't always relevant to our staff and that we must 'help them to learn, rather than teaching them' (John Whitmore).



Alex is an academic manager and teacher trainer with extensive experience in the UK and overseas. He currently works for Experience English as the Academic Manager at Edinburgh Language Centre. Alex set the school up as a CELTA training centre in 2014 and enjoys combining academic management and teacher training.

Paid Search and Social Media Advertising Workshop for Language School Recruitment

Philippe Taza
Beta 2

Paid search and social media advertising can be a great way for language schools to increase lead generation and improve their visibility in strategically important markets around the world. This workshop will provide a comprehensive framework for creating, implementing, and managing campaigns across a range of popular digital channels. Both new and intermediate users will learn how paid search campaigns can be used to enhance their existing digital marketing initiatives, target specific regions, languages, and countries, and increase overall online visibility. Led by Philippe Taza, CEO of Higher Education Marketing, the workshop is designed to help institutions optimize their Pay-per-Click and social media advertising to reduce their cost per lead (CPL) and increase their return on investment (ROI).

Participants will learn how to:

- Conduct comprehensive keyword research
- Understand the Google Adwords interface
- Set up geo-targeted PPC Campaigns
- Implement effective social media advertising
- Nurture existing leads with remarketing
- Create custom landing pages
- Carefully manage bids to reduce CPL
- Track and measure campaigns
- Interpret monthly reports to increase ROI



Philippe Taza is CEO and Digital Analyst at Higher Education Marketing. He began his career in education marketing in 2001, as a recruitment officer and recruitment manager at a private college in Vancouver, BC. In 2008, he founded Higher Education Marketing, a digital marketing agency dedicated to the education space, offering expertise in inbound marketing, lead generation, web design, content development, branding, PPC, SEO, social media and analytics.

Using digital media to boost interaction in the 21st Century classroom

John Haagensen & Nareene Kaloyan

Gamma 1& 2

This session will aim to familiarise participants with digital classroom media which add value, supporting expansion in the scope and vision of their language learning programmes. For the student, the digital language skills addressed have new relevance with the planned 2017 CEFR updates, particularly with the addition of new scales for online interaction and mediation. We are aware of an increasing availability of smart tools, some of them cheaply and readily available for use in the learning programmes we are responsible for planning and/or delivering. Such tools may assist teachers and learners to cut down on some of the photocopying and cutting up, still very much around, yet arguably somewhat wasteful and dated. As well as changing classroom practice, online environments are essential contexts for linguistic interaction, for which learners need preparation with focused tasks. There will be discussion and experiential sharing of the motivation and challenges both of using digital media and training online skills, with practical, useable examples.



John Haagenzen:

- 20 years ELT in General and Business English, all exams
- 13 years Academic and Centre management
- 3 years as Quality Manager Eurocentres network
- Quality benchmarking of Eurocentres English Schools UK and overseas
- Curriculum and quality assurance development with Head of Academic Development
- Internal Peer inspections of Eurocentres schools in UK, France, Germany, Italy, Australia, United States, South Africa
- Curriculum and academic management training of UK and overseas schools managers
- Set-up of two Eurocentres franchise schools in Australia
- Equals inspections
- Member of Equals Accreditation Panel
- Former member of Equals Inspections and Marketing sub-committees



Nareene Kaloyan is a senior teacher at Eurocentres London Central where she has worked for almost ten years. She has contributed to various curriculum development projects at Eurocentres and has a keen interest in teacher development and in the use of technology in education.

1120 - 1150 Elective session 4

Peer observations using app VEO

Francisco González
Beta 2

A practical example of peer-observations using the new app VEO for iPads. I would like to share with the participants the results, experience, strengths and weaknesses of doing peer-observations with this innovative app and to talk about what makes it different compared to other usual video recorded observations. I would like to share as well real examples of the recorded observations of our Spanish classes at EF Barcelona school and the use we have done of it. These examples of observations are an important part of the professional development of the teachers and a tool to unify teaching performances using recorded best practices and the feedback exchange allowed by the app.



Francisco González is the Director of Studies of EF Barcelona. He graduated in teaching foreign languages at the University of Giessen (Germany). In that country, he discovered his passion: teaching languages. he taught Spanish and German as foreign languages in the University of Giessen. He is very interested in teacher development and training and teacher observations.

Integrated skills assessment - opening up the construct

Thom Kiddle
Beta 1

This session aims to explore the construct of integrated skills assessment, with a view to a longer workshop event at the Equals Members Meeting later in 2017. We will be asking what makes an integrated task, and whether, for example, simply having a written prompt for a writing task, or having a paired-candidate format in an oral test automatically imply integrated assessment. We will also explore existing approaches to integrated skills assessment, and the implications for reporting, diagnosis, feedback, washback and certification of this approach to language testing and assessment.



Thom Kiddle is Director at NILE (Norwich Institute for Language Education) He has previously worked in Chile, Portugal, the UK, Australia and Thailand in language teaching, teacher training and language assessment. He is a member of the Equals Professional Development group and has run session with Equals members on assessment themes from the last 5 Equals events.

Bringing the Eaquals Framework for Language Teacher Training and Development to Life

Chris Farrell
Lambda

Within the realm of teacher development, the issue of teacher competencies is a crucial consideration. Both the teacher and the institution should have a clear idea of what each individual teacher's strengths and weaknesses are in order to best prepare for further development. The Eaquals Framework for Language Teaching and Training is an excellent document which lays out these competencies clearly. This workshop will seek to raise awareness of how this framework can be used in a practical manner, with some case studies of usage, and some practical advice for attendees. In addition, it will look at the role of teacher reflection based on the Framework in the development of teaching and teachers. In summary, it will attempt to bring this document to life for many who may be unfamiliar with it.



Chris Farrell is the Head of Teacher Development with Centre of English Studies Ireland and UK. He is also the co-editor of the Eaquals Members' Blog. Holding an MA and a Cambridge Delta, he regularly speaks at international conferences.

The development of a CPD framework for schools

Patrick Creed
Epsilon

When we think of CPD and our progress to date we are as Harmer puts it 'holding up mirrors to our practice'. We want to think about what CPD is, why is it important and how can we develop a framework for our organizations that benefits all involved. CPD is also an important part of belonging to an organisation. It helps teachers build professional relationships, sharing and learning from each other, and helps managers get the best of their teachers (British Council, 2012)



Patrick Creed is the school Director at Bridge Mills Galway Language Centre and has worked in the roles of Teacher, Teacher trainer, Cambridge Examiner and ELT Author in Ireland, Greece, Australia and Italy. His current interests are in Curriculum Development and CPD as well as a developmental project working with secondary school teachers in Ethiopia.

Personalising learning. Connecting content to your syllabus

David Coarsey
Ksi

Can online learning resources open up the way to properly personalised pathways for students? Each of your courses is defined by its syllabus; and we have long known that the use of multiple sources of material, rather than just one course book, produces better outcomes. However, for this to work, the materials must be coherent with the syllabus and with course aims. Random photocopies just don't cut it: the challenge is to link course books and third party materials to the syllabus for each class in a meaningful way.

GEL has spent the better part of three years developing methods of linking different sources of content to syllabi. In this session, we will focus on how you can do this. We will specifically talk about online learning, but the principles discussed are relevant to any content.



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

Emotional response as motivational tool in a language classroom

Thom Jones & Sean McDonald
Gamma 1 & 2

A whistlestop tour of the new telc materials, anchored in emotional engagement. What can you do with them? What are they for? What will they be no good for? This will encompass a wider look at relevance and incorporating elements of real-life

scenarios and emotional input into the class room for all ages and at all levels. Where do we draw the line? How to stop classes becoming therapy and yet using the momentum of emotional engagement to make real progress.

Main areas to cover:

- Pandora's box-unwrap it?
- Swiss army knife lessons with impact-always having options
- Classroom control
- Moderating emotional engagement
- Harnessing emotional engagement



Thom Jones has lived in more than a dozen countries and delivered training in over 70. He is principal of Oxford College for SBC and he presents regularly around the world on a range of topics and is also a freelance trainer in business and management. He is a consultant for telc. He is rubbish at Maths but his mother thinks he is great.



Sean McDonald studied at the University of California and the University of Washington. He has had a long career in teaching and course development. He was an instructor of German at the University of Washington for four years and has been an instructor of English at the University of Münster, the Bundeswehr University and the Technical University in Munich. He has developed several online learning portals, including the Interactive Sprachreise for digital publishing (now Speexx), a blended learning module for the Bundessprachenamt (German federal office for languages) and online components at telc – language tests. He is currently the Project Manager for English at telc.

1155 - 1225 Elective session 5

Scaffolding Learning: Putting it up and taking it down

Jacqueline Einer
Beta 2

My session looks at what scaffolding of learning means and why it is important to both erect and remove scaffolding. I use video examples of teachers in their classrooms to explore different ways of scaffolding learning and removing that scaffolding. In this way, participants can take a look at what is going on in other classrooms in terms of a variety of skills, compare these with their own practices and be inspired.



Jacqueline Einer is the Director of the School of Languages, Sabanci University, Istanbul. She has been a teacher for around 25 years, teaching English at university preparatory schools, in Turkey. She is one of the authors and editors of the course book series Beyond the Boundaries. Her interests include conflict management and materials development.

Crafting a CEFR based Curriculum: A Turkish K12 Case Study

Matthew Benton
Beta 1

In 2011, Terakki Foundation Schools, a private K12 institution in Istanbul, Turkey, embarked on a foreign languages curriculum development journey that continues to this day. Tasked with developing a CEFR based curriculum from scratch, the curriculum development team began by trying to pinpoint exactly what it means to be "CEFR based". This led us to the work of Equals and, later, to becoming the first K12 Equals member institution in Istanbul. With the support of Equals resources, we were able to research and develop a cutting edge foreign languages curriculum that is communicative and project based, targeting students' academic, social and cognitive development, and that is standardized and aligned across the realms of learning, teaching, and assessment. In this session, participants will learn about the steps taken, lessons learned, and challenges faced during our ongoing development process, with specific details on how our curriculum is aligned with and based on the CEFR with the support of Equals.



Matthew Benton is the K12 Director of Foreign Languages at Terakki Foundation Schools. He has been in the field of TESOL for a decade, with teaching stops in South Korea, Kenya, and Atlanta, GA, USA, before coming to Turkey in 2008. For the past five years, Matthew has worked as a teacher, curriculum developer, and administrator at Terakki.

A new definition of blended learning for the digital age

Mike Riley
Lambda

Most definitions of blended learning are centred on a blend of materials (print or digital) or learning environments (in the classroom or at home). In this talk Mike Howard explains why these definitions are no longer very useful and instead proposes a new definition that focuses on the teacher, the learning journey and the pedagogy.



Mike joined the Teacher Professional Development team at Macmillan Education in February 2016. As Teacher Training Manager, he is involved in all of the aspects of teacher support, development and training. Prior to joining the team, Mike spent 15 years working in Italy as an English teacher, Director of Studies and finally Director at International House Milan. Although he misses the people, food and coffee that he enjoyed in Italy, he is glad to be back in his native England.

Motivating tired teachers: coaching for performance and CPD

Lorraine Kennedy
Epsilon

In today's world, continuing professional development is seen to be essential in order to maintain quality and excellence in an ever-changing world of work. If I were to visit your school, would I see a thriving learning community? Is your CPD programme encompassing everyone? Can you see demonstrable results from your training programme? Is everyone within the school eager to keep learning and developing? More than likely, many staff feel rushed off their feet and exhausted! So, if some members of the team are disengaged then this session should be helpful. We will consider ways in which to simplify, yet diversify the CPD programme to encompass individuality and motivate even the most resistant individuals to come on board! Come along and share your thoughts on this engaging topic!



Lorraine Kennedy is an independent coach, trainer and consultant with 30 years international and UK experience in ELT and Education. Her work focuses on developing schools, managers and teachers to meet the changing demands of Education and the workplace in the 21st century. She is a member of IATEFL's Leadership and Management SIG committee, and works closely with a number of educational associations such as IATEFL, Equals, English UK and the British Council. Lorraine offers coaching, training and management development services both face-to-face and online.

Outdoor Teaching Technologies

Nadezhda Lyubich
Ksi

- practical tips and ideas for teaching all language aspects outdoors. All of them can be easily applied to teaching any language at any level
- collecting, understanding and processing the students' demands and linking it to the syllabus
- finding/choosing the right environment/location for each language aspect (video materials)
- interactive activities representing the language as a tool and boosting both discourse and pragmatic competences



Director of Studies, Liden & Denz, St.Petersburg, Russia

Nadezhda Lyubich graduated from St.Petersburg State University with a degree in Russian as a Foreign Language. She started her teaching career in 2000 and since then has been developing custom tailored courses for various student groups. After joining Liden & Denz team in 2015 she was happy to find a like-minded community, both challenging and motivating.

I will be looking at how a school will be teaching in 2025 & the types of students that will be learning the language. How a school will attract these students and where will the school get the materials to teach the students of tomorrow / the role of the LTO in training its trainers to diversify from its traditional language training model
I will also be looking at the student and how their needs and requirements will have changed. And what will they be looking for in a Language Training Organisation.



Justin Quinn is Managing Director of CES Centre of English Studies, with eight year-round schools. He has worked in the English Language sector for 26 years in Ireland, Taiwan and the UK. He studied Construction Economics in Dublin Institute of Technology and Stanford University Graduate Business School. Justin has served on the board of Marketing English in Ireland (MEI) and ACELS (Advisory Council for English Language Schools) and was the sector representative on the Irish Government Internationalisation of Education. He was a finalist in the Ernst & Young Entrepreneur of the Year Programme, and is a regular mentor to start-up education and technology companies. Justin is Chair of Eaquals.

1230 - 1300 Elective session 6

Living and Learning with Dyspraxia

James Belvedere & Julie Wallis
Beta 2

Starting with an overview of some of the learning difficulties; dyslexia, dyscalculia, dyspraxia, ADD, ADHD and Asperger's, we will look at what areas these learners may have in common. We will take you through a history of our own experiences and the practical solutions that we have been given by the experts, as well as those we have found along the way. We will look at the major obstacles we have encountered, how we have coped and what teachers can do to support those in similar situations both in and out the classroom.

The session will focus on the successes and accomplishments of James and other learners who need support and how to ensure inclusion in the classroom and how to deal with differing learning needs. We will present some of the tools that we have found useful and ways of creating materials and activities to ensure that learning is accessible and motivational for all learners. In conclusion we will provide a useful list of associations, organisations and reference material to help support teachers and Academic management who are having to cope with these difficulties.



James Belvedere is Julie Wallis' 22 year-old son who is still living and learning with dyspraxia. A young illustrator, his experience has taught him how to cope and how to communicate his needs.



Julie Wallis has been presenting on teaching learners with learning difficulties for over 15 years. She is director of The London School, an AISLi committee member and Didactic Inspector, and teacher trainer.

Integrating content, language and art in creating course modules

Galya Mateva
Beta 1

How can we integrate more content into language education? How can we teach and consolidate language more effectively through enhanced content? How can we exploit better the advantages of text - based teaching. The aim of the talk will be to share the author's experience in creating ELT materials at B1B2 level by means of introducing 6 global modules with enhanced content united in an evolving plot. The product titled "WORK AND LIFE BALANCE" is a Business English book based on the global and artistic principles applied in Suggestopedia. The global principle requires

enlarged language and content information units presented communicatively at discourse level. The artistic principle balances the information overload with forms of literature, classical music and visual arts. They impregnate the teacher designed materials and are also widely used at the presentation and practice stage of teaching and learning. The book can be used on its own, yet each of its chapters can act as a prototype of creative modules designed by language institutions in keeping with their needs and context.



Dr. Galya Mateva is currently a CELTA and DELTA tutor. She is an experienced suggestopedic and University-based English teacher and researcher. She has been involved in Equals activities for long years. She is Honorary Chair of OPTIMA, Bulgaria.

Beyond General English: building new markets for language schools and centres

Michael Carrier
Lambda

The presentation looks at what is happening in state schools around the world in language education and the development of language policy at ministerial level, and outlines the needs, learning styles and language education preferences of the next groups of students that will come to language institutions represented by Equals members the future customers. The talk will explain trends in language policy and state education in different countries, the consequent rise in specialised areas like EMI, EAP, academic pathways, and considers what changes in assessment will have a washback on what courses people want to buy. It also looks at the impact of online learning on current and future language education markets and how we can develop new markets for new types of learners with new language learning needs. The talk proposes how we can move beyond general English and truly meet students' needs, providing new markets for Equals schools and institutions.



Michael Carrier is managing director of Highdale Consulting and has worked in language education for many years in senior management at IH, British Council, and Cambridge English. His focus is teacher development, intercultural awareness, and the application of digital technology to education. He is on the boards of TIRF, ICC, International Students House, and is a Fellow of the RSA.

Profiling teachers' foreign language competences

Lukas Bleichenbacher, Catherine Diederich, Thomas Roderer
Epsilon

How good do foreign language teachers need to be in their target language? What are the specific profession-related language competences that they need to succeed in different contexts? In our workshop, we present an instrument that profiles language competences in five relevant domains: preparation, teaching classes, feedback and evaluation, extracurricular activities, and professional development. In the workshop, we present the Profession-specific Language Competence Profile for Foreign Language Teachers that are currently being adapted for more widespread use beyond their initial context (Swiss primary and lower secondary schools). After an account of the needs analysis which underlie the Profile, we discuss different ways in which it can be implemented in initial teacher education and continuous development. In a second part, we discuss current efforts to contextualize CEFR-based competence descriptors for the professional profiles of teachers. The last part is devoted to a presentation of hands-on instruments for the teachers' guided or autonomous language learning, and a discussion of their usability in the workshop participants' different contexts.



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



Catherine Diederich is a research fellow in language didactics at the University of Teacher Education St. Gallen, Switzerland. She has taught higher education courses on pragmatic competence in second language acquisition and multilingualism amongst others. Her current research is concerned with the learning of discourse markers in a foreign language.



Thomas Roderer works in research and development at the University of Teacher Education St.Gallen (PHSG). As a developmental psychologist, he has coordinated and implemented various projects in the domains of language learning, language competences, and language testing, with a focus on quantitative empirical approaches.

Observing the Self

Conrad Heyns
Ksi

With classroom observations traditionally focused on the appraisal or judgement of the observed, the end result can undermine teacher confidence and limit opportunities to foster reflective practice. In an attempt to re-evaluate such assumptions, EAP teachers working on the Pre-sessional Academic English Programme at the University of the Arts London (UAL), opted for a model of peer observations to inform their level of self-awareness and to encourage peer-to-peer assistance. This talk will outline the stages the Pre-sessional Academic English Programme at UAL undertook to transition from a traditional model of classroom observations to a model of critical self-reflective practice. The talk will reveal how this strategy was organised and how consensus concerning peer observation was agreed upon. An overview of teacher responses and the overall positive benefits will be shared.



Conrad Heyns has been a teacher/teacher trainer for over 30 years and realises he has now taught and trained in more places and countries than he should probably admit to. From High Schools (South Africa) to training centres (Peru and Canada), from private language schools (Australia, USA & the UK) to Higher Education (Australia & the UK), he hopes these experiences may help give credence to some of his claims.

The importance of quality when an agent chooses a school

Maria Castro
Gamma 1 & 2

In a world where word of mouth and user-created content are the best (or the worst) publicity, choosing a quality partner school is crucial for study abroad agencies to thrive and grow. Agencies not only need to have very standardised processes so that they can provide an added value to the students in a cost-effective way, but they also need high quality partner schools. If an agency has a quality school as a partner it can concentrate on its core task: Give orientation, manage the student's expectations, and sell as much as possible (as an extended marketing department from the school). But what does "quality" mean for agencies? There are different moments of truth that show agencies if they are dealing with a quality school and we will explore those and the role quality plays when choosing and keeping a partner.



Maria Castro is Managing Director of Linguland / Studyadvisor Education, a study abroad agency for language students from several European countries, with a strong focus on customer service. Maria is Spanish, lives in Germany and has worked in the International Education sector for 16 years, where she started as a teacher. She has an M.A. in Philology (Linguistics) and an M.A. in British Cultural Studies and Literature. Maria is Board Member of ALTO and co-founder of the social enterprise Lead5050.

In conversation with Brian North **Recent updates to CEFR and relevance for classroom practitioners**

Brian North
Alpha

This presentation will give an overview of a 2014–6 Council of Europe project to (a) fill gaps in the CEFR descriptor scales for reception, interaction, production and aspects of communicative language competence (especially at A1 and C1/C2), (b) develop scales for areas that were not covered originally: mediation activities and strategies, online interaction, reactions to literature, plus plurilingual and pluricultural competences, and (c) collate descriptors for young learners (7-10 and 11-14). The approach taken to mediation is far broader than in some interpretations, including pedagogic and social mediation as well as conveying the received meaning of a text, which is the main sense in which mediation was first introduced in the CEFR. Descriptors for collaborative work in small groups have also been considerably extended as part of the mediation work. After an overview of the project, the potential relevance for practitioners in different language learning contexts will be outlined.



Brian North has extensively collaborated with the Council of Europe alongside his long career at Eurocentres. He developed the CEFR levels and descriptors, co-authored it, the prototype ELP, the CEFR Exam Manual, plus Eequals' Core Inventories (English and French) and coordinated the project now reported. He was Eequals Chair 2005-10.

In conversation with Mike Mayor **The Global Scale of English: extending the CEFR to support more learners**

Mike Mayor
Alpha

The CEFR has become a standard framework of reference for teachers, learners and content creators around the world – moving beyond its European roots. The Global Scale of English (GSE) project takes the original CEFR research and Can Do statements and extends the set of learning objectives to address the needs of more learners. This presentation introduces the GSE and the online resources that are freely available to teachers and offers suggestions for the practical application of GSE Learning Objectives in your institution.



Mike Mayor is Director, Global Scale of English at Pearson. In this role, Mike heads up research into creating audience-specific learning objectives aligned to the Global Scale of English, working with Content teams to ensure that these learning objectives underpin all new teaching and assessment products.

1520 - 1600 Elective session 7

Connecting Students to Learning: Differentiated Instruction

Burcu Cubukcu
Beta 2

'Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.' (C. Tomlinson, 2008) Once the curtain is removed for how these three areas can be differentiated, meeting

students' diverse needs becomes obvious and easy to do. In a differentiated classroom, students may have several options for taking in information, for processing, constructing, or making sense of ideas; and for demonstrating what they have learned. In this training session, participants will have the chance to identify what Differentiation Learning is and is not, discuss content, process and product differentiations according to various CEFR and Equals objectives, interpret the ways to create the best learning experience for their learners and critique practical examples of DI.



Burcu Çubukçu has been involved in the field of language teaching for 14 years and works as an ELT academic specialist in Turkey. She has taught Middle and High School students and worked as a teacher trainer at her school. In addition, her current responsibilities include the language curriculum design, accreditations, conference organizations and quality assurance of the department.

Cutting through the conceptual: guidance for navigating teacher frameworks

Ben Beaumont

Beta 1

Teacher frameworks are useful in providing an overview of development routes for aspiring teachers, however, taken in isolation they can be abstract and difficult to navigate. In order to provide pedagogical context and practical guidance about how to use them, this talk will compare Trinity College's framework of teacher levels and draw direct comparisons with other frameworks, including the British Council's CPD Framework for Teachers, EAQUALS' European Profiling Grid and Ofqual's qualification levels descriptors. Going into finer detail and analysing what the words behind the levels mean in terms of teachers' day-to-day practice, this talk will look at specific levels across the different frameworks and give examples of observable behaviours and CPD activities teachers can demonstrate to help them progress through the different levels of particular frameworks. This will include suggestions that cover both general classroom practice (e.g. assessment strategies, planning and pedagogical content knowledge) and academic research activities.



Ben Beaumont is TESOL Qualifications Manager at Trinity College London, the academic lead for Trinity's teacher education programmes. As well as having a background in assessment and teacher education, Ben's research interests include developing programmes to support best practice in teacher education.

Using learning platforms as productive tools

Angus Savory

Lambda

In the language teaching world, we constantly strive to have students actively produce language, which, of course, is the Holy Grail of our profession. Our classrooms are filled with students producing language, as opposed to just being passive receivers of knowledge. However, outside school, this does not seem to be replicated, especially in online materials. With a plethora of learning platforms available to schools, and complimentary online materials available for all coursebook series, schools are often disappointed with the take-up of students with these materials, partly because students are passive receivers of information. However, a new generation of e-learning providers is allowing students to create their own materials, which makes them the authors of content, rather than being merely observers who do the exercises given them. In this workshop, I will demonstrate how to get your students to work together in an active way to create their own online materials, using their own multimedia skills through a user-friendly interface, resulting in a truly motivating experience.



Angus Savory is the owner of the Let's Learn English online learning platform for schools and universities. A TEFL teacher with 25 years' experience, he has taught for the British Council, International House and schools in Australia, Sweden, Spain, the United Kingdom. He has also written materials for Oxford University Press.

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

Quality Fallout

Giulia Brazzale &
Vanina Dal Santo
Ksi

We will trace our pathway through a number of 'quality' accreditation hoops: ISO, The Veneto Region, AISLi, Eaqals and IH. We will briefly benchmark the achievements of our LEC and outline how we feel we have raised our standards and touch on the costs in terms of time and money. Throughout this session we will be highlighting the importance of a clear educational philosophy shared and understood by all. Against this background we will choose three case studies from members of our team (to include a member of the Academic Management and two members of the didactic team), how these changes in vision have impacted on them as individuals and how this has impacted the LEC as a whole. We will look at both positive and negative aspects and invite participants to share their own experiences. We will then open the floor to problem solving and compare solutions from the floor with our own solutions. In conclusion, we will come back to 'the big question'; Is it worth becoming a Quality language school? We will back up our own answer to this with our rationale.



Giulia Brazzale opened her own LEC before joining The London School as an enthusiastic and highly motivated and valued member of the Teaching Team.



Vanina Dal Santo is Quality Manager at The London School. She has played a key role in steering the LEC through inspections and works closely with the owner, Academic Manager and Director of Studies to ensure that standards are consistently met.

A panel of study travel agents and representatives of Eaqals member schools will discuss a range of topics: the value of school accreditation for agents, the place of Eaqals in the world of accreditation, criteria agents apply when adding schools to their portfolio and the impact of digital marketing on school-agents relations.

Join us and put your questions to our agent guests.



Walter Denz: grew up in Zurich and graduated from the University of St. Gallen (HSG) in International Relations in 1989. He then did an M.Sc. in Political Theory at the London School of Economics. In 1992, together with a partner, he set up the first Liden & Denz Language Centre in St. Petersburg, followed by centres in Moscow and Irkutsk in Siberia, due to open in summer 2017. Walter is a former board member and chair of the international language school association IALC, is currently Vice-Chair of Eaqals and chairs the board of the Deutsche Schule St. Petersburg, which is attached to the German Consulate in St. Petersburg.



Justin Quinn is Managing Director of CES Centre of English Studies, with eight year-round schools. He has worked in the English Language sector for 26 years in Ireland, Taiwan and the UK. He studied Construction Economics in Dublin Institute of Technology and Stanford University Graduate Business School. Justin has served on the board of Marketing English in Ireland (MEI) and ACELS (Advisory Council for English Language Schools) and was the sector representative on the Irish Government Internationalisation of Education. He was a finalist in the Ernst & Young Entrepreneur of the Year Programme, and is a regular mentor to start-up education and technology companies. Justin is Chair of Eaqals.

1630 – 1715

Plenary

21st Century Skills - Going Beyond Language Learning

Jacqueline Kassteen
Alpha

As the pace of technological change quickens and the world undergoes economic, political and cultural shifts, human behaviour is evolving, affecting both our personal and professional lives. Moreover, job functions are shifting, directly impacting the skills young people need to master now in order to excel in the future. Today, more than ever, schools must broaden their educational offering to encompass much more than language instruction. The real question is, how will your business model adapt to these new requirements?



Jacqueline Kassteen has 15+ years of marketing experience in international education, student travel, publishing, lead generation, retail, and financial services. She holds a BSc in Marketing and CELTA qualifications for adults and young learners. Jackie is well known for launching ICEF Monitor and is now the Owner and Managing Director of Transformative Marketing Solutions Ltd., which controls Jackfruit Marketing and FruitFame.com, a new platform dedicated to showcasing success stories in marketing, branding, recruitment, enrolment and retention. Via Jackfruit Marketing, Jackie works with clients as a consultant and project manager on online and offline marketing techniques, agencies, social media, alumni, product development, as well as competitive analysis and research. Jackie also runs training sessions and masterclasses, and is a regular plenary speaker and presenter at global industry events.

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Acknowledgements

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

- Pearson
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- Oxford University Press
- Trinity College London
- National Geographic Learning
- g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung
- ETS Global
- Euroexam International

Eaquals would also like to thank our local member, Education Centre DURBE for their generous support and assistance. Thanks are also due to the Baltic Council, who have provided invaluable help and guidance, and also to the British Council who provided financial support in order to assist local teachers in attending the conference.

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

Our Exhibitors

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

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| B1-B2 | telc English B1-B2 telc English B1-B2 School telc English B1-B2 Business | B1-B2 | telc Deutsch B1-B2 Beruf telc Deutsch B1-B2 Pflege | JĘZYK POLSKI | |
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| C1 | telc Türkçe C1 | B2 | telc Français B2 | B2 | telc Español B2 telc Español B2 Escuela |
| B2 | telc Türkçe B2 telc Türkçe B2 Okul | B1 | telc Français B1 telc Français B1 Ecole telc Français B1 pour la Profession | B1 | telc Español B1 telc Español B1 Escuela |
| B1 | telc Türkçe B1 telc Türkçe B1 Okul | A2 | telc Français A2 telc Français A2 Ecole | A2-B1 | telc Español A2-B1 Escuela |
| A2 | telc Türkçe A2 telc Türkçe A2 Okul telc Türkçe A2 İlkokul | A1 | telc Français A1 telc Français A1 Junior | A2 | telc Español A2 telc Español A2 Escuela |
| A1 | telc Türkçe A1 | | | A1 | telc Español A1 telc Español A1 Escuela telc Español A1 Junior |



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What is Eaquals?

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

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

Membership of Eaquals

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

Accredited Members:

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

Associate Members:

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

Individual Members:

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

What are the advantages of Eaquals Membership?

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

How do institutions become Accredited Members of Eaquals?

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

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

For more information: www.eaquals.org