

Lend

26th August - 29th August

*Centro Congressi
Excelsior Hotel La Fonte
Portonovo, Ancona (Italy)*



Portonovo 2012

Humanism in Language Teaching



lend – lingua e nuova didattica è un’associazione culturale senza fini di lucro alla quale aderiscono insegnanti di lingue straniere e di lingua italiana che intendano sostenere il rinnovamento della scuola ispirandosi ai principi dell’educazione e della diversificazione linguistica nell’ottica interculturale indicata dal Consiglio d’Europa e dalla Commissione Europea. La partecipazione di *lend* a progetti comunitari contribuisce a rinforzarne la spinta innovativa in condivisione con i paesi dell’Unione Europea. *Lend* si è costituita a Roma nel 1971 su iniziativa di un gruppo di insegnanti rappresentativi dei diversi ordini di scuola con lo scopo di elaborare e socializzare proposte didattiche, confrontare e verificare esperienze, affinare conoscenze e sviluppare competenze professionali. A tale fine gli insegnanti si sono riuniti spontaneamente in “gruppi locali” che costituiscono tuttora la struttura di *lend*. L’innovazione metodologica elaborata dagli iscritti a *lend* viene diffusa, oltre che all’interno dell’associazione, anche al suo esterno attraverso incontri, conferenze, dibattiti, convegni, seminari - locali e nazionali - organizzati dall’associazione stessa, ma anche attraverso iniziative istituzionali di vario tipo in cui è richiesta la collaborazione di iscritti *lend*. Gli studi dei gruppi locali e quelli elaborati in occasione delle iniziative nazionali vengono diffusi attraverso due strumenti editoriali: la rivista e i quaderni. La rivista, bimensile, raccoglie contributi con riflessioni teoriche e relazioni su esperienze condotte per le diverse lingue insegnate nella scuola italiana che favoriscono il raccordo tra le lingue stesse. Con documenti e editoriali sono espresse valutazioni sulle scelte politiche del governo e del Ministero della Pubblica Istruzione. I quaderni, pubblicati dall’editore Carocci nella collana *Scuola facendo*, costituiscono strumenti per la formazione e l’autoformazione dei docenti.

L’impegno di *lend* nell’elaborazione di proposte innovative per il sistema scolastico italiano è stato formalmente riconosciuto dal Ministero della Pubblica Istruzione con atti diversi. Da un lato *lend* è stata inserita nell’elenco dei “soggetti qualificati” per le attività di formazione per il personale della scuola al quale possono attingere le istituzioni scolastiche per organizzare seminari e corsi per i propri docenti. Dall’altro lato sono stati stipulati protocolli d’intesa in cui il Ministero si garantisce la collaborazione di *lend* per

- l’organizzazione e la gestione di gruppi di ricerca, corsi e seminari di formazione
- l’indicazione di criteri su cui impostare i curricula scolastici
- la costruzione di materiali didattici
- la docenza nei corsi di formazione per insegnanti di lingue.



PORTONOVO 2012

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PORTONOVO 2012

Programme

♥ Mark Almond	Plenary	Engage and Activate: Drama with Young Learners	Young Learners Drama
	Workshop	English through Drama With Young Learners: Let's Pretend!	
♥ Shirley Ann Hill	Workshop	No Scaffolding? No Party!	Methodology Teacher Development
♥ Hanna Kryszevska	Plenary	Introducing CLIL through Fine Arts	CLIL
	Workshop	Making the Most of CLIL	
♥ Seth Lindstromberg	Plenary	English Prepositions: how classifications can help us to understand them	Language Awareness
♥ Daniel Martin	Plenary	Repetition, Repetition, Repetition	Technology IWB
	Workshop	Effective Teaching with Interactive Whiteboards – Boosting Student Engagement and Interaction	
♥ Fitch O'Connell	Plenary	Once upon a Narratives for Language Learning	Literature
	Workshop	From Creative Reading to Creative Writing	
♥ Tessa Woodward	Plenary	Thinking in the EFL Class	Methodology Teacher Development
	Workshop	Thinking in the ELF Class: activities for Blending Language Learning and Thinking	
♥ Roberto Ruffino	Plenary	What do we mean by Intercultural Learning?	Intercultural Education
♥ Wallis-Swift	Plenary	Let me CLIL you a story	CLIL Primary Education



PORTONOVO 2012

Timetable

<i>Sunday 26th August</i>	<i>Monday 27th August</i>	<i>Tuesday 28th August</i>	<i>Wednesday 29th August</i>
Registration From 11.00	8.30 – 9.20 Fitch O’Connell Plenary	8.30 – 9.20 Seth Lindstromberg Plenary	8.30 – 9.20 Daniel Martin Plenary
14.30 - 15.10 Opening Ceremony	9.30 - 12.30 Workshops <i>with morning tea and refreshments at 11.00</i>	9.30 - 12.30 Workshops <i>with morning tea and refreshments at 11.00</i>	9.30 – 10.20 Sue Swift Julie Wallis Plenary
15.20 - 16.10 Mark Almond Plenary	From 13.00 Lunch Break Materials Exhibition	From 13.00 Lunch Break Materials Exhibition	10.30 - 11.20 Tessa Woodward Plenary
16.20 - 17.10 Roberto Ruffino Plenary	Publishers’ promotional sessions	Publishers’ promotional sessions	11.30 - 12.00 Closing Ceremony
17.10 - 17.30 Afternoon tea	15.00 - 18.00 Workshops	15.00 - 18.00 Workshops	Raffle for Portonovo 2014 Certificate of attendance from 11.00 hour
17.40 - 18.30 Hanna Kryszewska Plenary	18.00 - 19.15 Publishers’ promotional sessions	18.00 - 19.15 Publishers’ promotional sessions	
19.30 Sunset Concert			
21.00 Welcome Dinner Hotel Fortino <i>On the terrace by the sea</i>	21.00 Riviera del Conero <i>Dinner Boat Cruise</i>	21.00 Folk Dances with Danzintondo Hotel La Fonte Garden <i>by the swimming pool</i>	



Abstracts

♥ **Mark Almond**
Young Learners / Drama

♥ **Shirley Ann Hill**
Methodology / Teacher Development

♥ **Hanna Kryszewska**
CLIL

♥ **Seth Lindstromberg**
Language Awareness

♥ **Daniel Martin**
Technology / IWB

♥ **Fitch O'Connell**
Literature

♥ **Tessa Woodward**
Methodology / Teacher Development

♥ **Roberto Ruffino**
Intercultural Education

♥ **Julie Wallis / Susan Swift**
CLIL / Primary Education

Mark Almond (Young Learners / Drama) sponsored by English in Action

Plenary

Engage and Activate: Drama with Young Learners

Young learners sometimes struggle to understand why they are learning certain subjects at school and specifically, it's no surprise that they can find it hard to see the relevance of learning a foreign language and studying other cultures. Drama is certainly no stranger to Primary teachers but are you using it to its full potential and allowing the outside world into your classroom? This plenary talk will attempt to explore more deeply the role that drama can play in demonstrating to children the real-world benefits of English through drama to not just develop their linguistic skills, but also their imaginations, power of expression, and their social and cultural awareness through a range of multi-sensory, engaging and fun activities.

Workshop

English Through Drama with Young Learners: Let's Pretend!

Drama is largely about suspending disbelief and allowing our imaginations to run riot! It's about putting ourselves in someone else's shoes, pretending and playing ... and there's no better place than the Primary classroom to do this. In this workshop, we will experience for ourselves a range of engaging, multi-sensory and fun drama exercises designed to physically



and emotionally engage our young learners as whole people. You will go away with immediately usable ideas to develop our learners' communicative skills as well as their creativity and empathy for others.

Shirley Ann Hill (Methodology / TD) *sponsored by ELI*

Workshop

No Scaffolding? No Party!

One of the most critical moments in the 'life' of a language learner is when he or she is making the transition from being a *basic user* to being an *independent user*. In this highly practical workshop we shall first be identifying and reflecting upon the vital and indispensable factors that bring about progress at this stage of the learning process. We will then look into how these factors affect the choice of language input to which to expose learners as well as how they can be worked into activities and procedures. After this, you will carry out an experiment in groups involving taking on the role of high school EFL students. You will be provided with sample materials to 'try out' in small groups in order to test their effectiveness in leading to confidence and competence in self-expression. Groups will then share their findings and collaboratively design their own set of materials based on the conclusions drawn in the experimental phase.

Hanna Kryszewska (CLIL) *sponsored by PILGRIMS*

Plenary

CLIL: Introducing CLIL through fine arts

Content and Language Integrated Learning is usually associated with teaching physics in English, which is partially true. However, we English teachers implement CLIL in language classes any time we introduce content derived from other subjects. It can take different forms; one of my favourites is using fine arts. It is so because it is beautiful, inspiring and surprising. It is amazing what content we can introduce through fine arts, as a lead in, one activity or a whole lesson, a series of lessons or a project. The lecture will provide a lot of content illustrated with the most amazing artwork.



Workshop

Making the Most of CLIL

CLIL is a buzz word at conferences, training sessions and in educational reform in many countries. It seems to be the EFL flavour of the future. There are many teachers who are in favour of CLIL, others fear it or criticize. First we need to clarify what CLIL really stands for and how much CLIL we are already implementing, consciously or unconsciously. Then we need to examine what the practical implications of implementing more CLIL are. We will explore the benefits of CLIL; what works in CLIL and what works less and why. We will also look at different age groups and levels, and what forms CLIL can take depending on these variables. We will look at planning CLIL lessons and developing suitable materials. The sessions will be highly practical with elements of formal input and reflection.

Seth Lindstromberg (Language Awareness)

Plenary

English Prepositions: how classifications can help us to understand them

It is fairly well appreciated that speakers of English can hardly talk at all about static or dynamic physical scenarios without using prepositions. Less well-known is how much we need them to express high level concepts such as means, function, goal, starting state, end state, correspondence, completion, misfortune, purposelessness, and so on and on. Also not well-known is the fact that there are more than a dozen ways to classify English prepositions by form, use, and meaning. Happily, each one of these ways of grouping prepositions can provide insights that can help you help your students to learn these vitally important words quicker and better. And since there are over 70 of these superficially devilish little words – or over a 100, depending on what you think a preposition is – learners of English need all the help they can get.



Plenary

Repetition, Repetition, Repetition

Research shows that about 80 % of what we learn is forgotten within 24 hours. If we are to take this evidence at face value, we must agree that language acquisition won't be truly effective unless ample opportunities are created for students to revisit language. As a result we need to worry not only about providing content in terms on quantity (how much syllabus we are to "cover" or how much we are to "teach" on a given day) or quality (stimulating activities accompanied by good delivery). A key element for progress and productive knowledge of language lies in to what extent teachers can recycle grammar structures, vocabulary and chunks of language. In this practical talk we will have a look at a variety of mechanical exercises that provide repetition and recycling of grammar structures and lexis in creative, contextualised and meaningful ways to ensure retention and to ultimately activate productive knowledge.

Workshop

Effective Teaching with Interactive Whiteboards – Boosting student engagement and interaction

In this workshop we will be exploring the great impact that interactive whiteboards (or a screen and a projector) together with an internet connection can bring to our daily teaching practice. The focus will be on simple techniques and user friendly activities that incorporate use and exploitation of text, images, sound and video. We will also have a close look at some useful Web 2.0 tools that can extend and expand textbook content and materials. How can we combine and integrate all these elements to boost student engagement and interaction in the English classroom? How can we use IWBs in a sane, humanistic and effective way? Both experts and newcomers to this technology are welcome.



Fitch O'Connell (Literature) *sponsored by British Council and Lend*

Plenary

Once upon a ... Narratives for Language Learning

Constrained by the timetable and curriculum, teachers often use graded and authentic texts without exploring the link to the students' own innate sense of narrative. In this session we will explore some alternatives which combine the expressive skills of students with the texts being studied by examining the work of two innovative projects.

Workshop

From Creative Reading to Creative Writing

This workshop will explore a range of short texts and poetry from contemporary writers in English and demonstrate techniques for exploring creative reading skills, in contrast to the more common passive reading skills, with teenage students. The enhanced engagement in reading narratives and poems can then be transformed into engaging and effective techniques for developing creative writing skills.

Tessa Woodward (Methodology / TD) *sponsored by PILGRIMS*

Plenary

Thinking in the EFL Class

How can we language teachers promote our own and our students' thinking and use it positively in the class? What does 'teach for thinking' really mean? This talk will explore the background to the current renewal of interest in working with students on creative and critical thinking.

Workshop

Thinking in the ELF Class: activities for blending language learning and thinking

There has been a resurgence of interest lately, in many countries and in many subjects, in the idea of teaching for critical and creative thinking. Many and varied curriculum types, approaches, methods and lesson shapes have been



devised to train teachers and to help us to deliver in this area. This experiential workshop takes a practical and undogmatic approach to this new interest. I will aim to give participants a taste of my new book ‘Thinking in the EFL Classroom’. I will invite you to try out practical ideas from the book. These ideas are designed to unblock communication and further the creative, empathic, reflective and critical thinking of both the language teacher and language students. The ideas are most useful at secondary and tertiary level. They help us to set an atmosphere conducive to thinking. They require minimal preparation, do not require the use of new technologies (although these can be used if you wish) and certainly will not mean that you have to change your personal style or curriculum in order to try them out.

The ideas presented are fun, are filled with varied content and tend to wake the teacher up as well as the students!

Time will be allowed for discussion of each idea presented along with its advantages and disadvantages and the adaptations necessary for different settings.

Roberto Ruffino (Intercultural Learning) *sponsored by Intercultura*

Plenary

What do we mean by Intercultural Learning?

A review of the main concepts of intercultural learning, of its history and of its relevance for school life: how do we measure intercultural learning? How do we ensure that intercultural contacts turn into situations of intercultural learning?

J. Wallis and S. Swift (CLIL in Primary Education) *sponsored by AISLi*

Plenary

Let me CLIL you a story

A look at how children’s literature can be used in the elementary classroom to explore themes related to curricular subjects such as science, geography, mathematics, history, art and music. Interactive, fun activities allow the teacher to develop the “4 Cs” of CLIL - Content, Communication, Cognition and Culture (Community / Citizenship) - and to “scaffold” content-oriented tasks, ensuring that they are achievable by young learners with limited language competence.



Biodata

Mark Almond is a Senior Lecturer at Christ Church University, Canterbury, UK where he teaches Applied Linguistics and Communication Studies as well as a range of classroom methodology courses for pre- and in-service English language teachers. His main areas of professional interest are in the use of drama in language teaching, teacher identity and the role of affect and performance-related interpersonal skills for teachers in the classroom. In addition to his work at Christ Church, Mark has published widely in these areas and speaks and delivers workshops at conferences and educational institutions around the world. His book 'Teaching English with Drama' was published by Pavilion Publishing in 2005.

Shirley Ann Hill has worked in Italy for over 30 years, both as an EFL teacher - mainly in the field of higher education - and as a teacher trainer. She is also involved in materials design and development and is co-author of Change Up!, a two-level English course (B1–B2) for teens and young adults published by ELI. She has given talks and run workshops in conferences in Italy and the UK relating to methodology and classroom practice.

Hanna Kryszewska is a senior lecturer at the English Institute, University of Gdansk, Poland, and English Unlimited Teacher Training College where she trains pre-service teachers. She is also a teacher trainer and trainer of trainers working mainly with Pilgrims Language Courses and University of Oxford. She has presented at many conferences and delivered workshops in over twenty countries. She is co-author of resource books like "Learner Based Teaching" OUP, a series of secondary course books for Macmillan Poland and a video based pre-service teacher training course. Her new book (with Paul Davis) on lexical chunking "Company Words Keep" will appear in DELTA March 2012. For 6 years she has been the editor-in-chief of HLT Magazine .

Seth Lindstromberg is mostly based at Hilderstone College, England, where he teaches EFL from pre-intermediate to advanced levels and co-leads methodology and language improvement courses for non-native-speaking EFL and CLIL teachers. He is the author of English Prepositions Explained (John Benjamins), co-author (with Frank Boers) of Teaching Chunks of Language: from noticing to memory (Helbling Languages), and editor of and co-contributor to The Standby Book and Language Activities for Teenagers (both Cambridge U. Press).

Daniel Martin has been working in language teaching for 20 years. He has taught English in Spain, and Spanish in the UK and the US. He is also a Pilgrims trainer and writer. He is author of Activities for Interactive Whiteboards, nominated for the ELTons Awards 2010, Pop Songs 2 (both with Helbling Languages), Actividades para pizarras digitales interactivas, SGEL, and of an upcoming book on the integration of Internet in English language teaching. He has recently given talks and run workshops for teachers in Romania, Turkey, Italy, Germany, Austria and Spain. His interests -besides football and singing- include vocabulary acquisition and using new technologies in humanistic ways.



Fitch O'Connell has been a teacher for longer than he cares to remember, working in various countries in Europe, Africa and South America. In 2003 he set up the acclaimed BritLit project for the British Council, and has worked since then to help establish a new place for literature in English language teaching. He manages the WordPowered website, which brings together teachers of English by using short stories, poetry and film. He now works as a freelance materials writer and teacher trainer and is based in Portugal.

Sue Swift has been an EFL teacher and teacher trainer for over thirty years, and is currently involved in the development of on-line training programmes for qualifications such as the Cambridge ESOL TKT and Delta. She is author of the Playtime, Storytime, Kidstime series for the Scuola Primaria, published by Immedia, Snail Publishing.

Julie Wallis runs a language school in northern Italy and is AISLi Educational Officer, organising teacher development seminars (MIUR) and publishing materials in the Family English section of English 24. She has presented at a number of conferences including IATEFL and, more recently, has run a blended learning course at Bell International Teacher Campus.

Roberto Ruffino is the Secretary General of Intercultura, the Italian national agency for international pupil exchanges at the secondary school level and of Fondazione Intercultura, that promotes research and experimentation in educational exchanges. His main interest has been in the area of the pedagogical content of international exchange projects and he has encouraged research in this field, by promoting symposia at the Council of Europe on topics such as: "Youth mobility and education" in 1978, "Cultural literacy and intercultural communication" in 1982, "Common values for humankind?" in 1985. On these topics he has written books and articles and has done research for the European Union and UNESCO. Roberto Ruffino has been a member of the Governing Council of the Society of Intercultural Education, Training and Research (SIETAR) for two terms (1982-85 and 1988-91) and hosted the first SIETAR international Congress to be held in Europe. He is the honorary chairman of the European Federation for Intercultural Learning (EFIL), of which he was a founder. Since 1985 he has served on the Italian National Committee of the United World Colleges. He was awarded with the Senior Interculturalist Award in 1993 and with a honorary doctor degree in education science by the University of Padua in 2008.

Tessa Woodward is a teacher, teacher trainer, and the Professional Development Co-ordinator at Hilderstone College, Broadstairs, Kent, UK. She would love to welcome you to the college some day! She was President of IATEFL from 2005-6. She is the author of many books and articles for language teachers and for teacher trainers. Her latest book is Thinking in the EFL Class (2011) Helbling Languages.



PORTONOVO 2012

Social Programme

Sunday 26th August

19.30

Sunset Concert

21.00

Welcome Dinner

Hotel Fortino
On the terrace by the sea

Monday 27th August

21.00

Dinner Boat Cruise

Riviera del Conero

Tuesday 28th August

21.00

Folk Dances

with
Danzintondo

Hotel La Fonte Garden
by the swimming pool





PORTONOVO 2012

How to get to Portonovo



Sunday 26th August
from Ancona Railway
Station to Portonovo

BUS LINE 94

9.30 11.00 12.40 14.00 15.20

LEND Shuttle Service

10.30 11.30 12.15 14.30

Wednesday 29th August
from Portonovo to Ancona
Railway Station

BUS LINE 94

12.30 13.15 14.40

LEND Shuttle Service

12.00 12.45 13.45

Taxi

About € 25 one way



Check timetable at: www.conerobus.it

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