

# Lend

*Excelsior Hotel La Fonte  
Ancona (Italy)*

28<sup>th</sup> - 31<sup>st</sup> August 2006



**PORTONOVO  
2006**

**Humanism in Language Teaching**



è un'associazione professionale qualificata per la formazione del personale della scuola ufficialmente riconosciuta dal MIUR con D.M. 23.05.2002, prot. 2400/C/3, confermato con D.M.05.07.2005, prot. 1223.

Nasce a Roma nell'ottobre del 1971 su iniziativa di un gruppo di insegnanti di lingue straniere rappresentativi dei diversi ordini di scuola

#### con lo scopo

- di diffondere nuovi orientamenti didattici nel campo dell'educazione linguistica
- socializzare, confrontare e verificare esperienze educative e culturali
- affinare conoscenze e competenze professionali in uno spazio associativo democratico.

#### tra le nostre attività

incontri, conferenze, dibattiti, seminari, convegni, giornate di studio, anche in collaborazione con le istituzioni, gli Enti culturali stranieri e altre associazioni.

#### le nostre parole chiave:

Plurilinguismo  
Pluriculturalità  
Progettualità



## Intercultura

Intercultura è una ONLUS gestita ed amministrata da migliaia di volontari che operano per sensibilizzare i giovani, le famiglie e il mondo della scuola alla dimensione internazionale ed interculturale della nostra epoca. Da cinquanta anni promuove l'educazione interculturale organizzando scambi individuali di studenti delle scuole superiori: ogni anno circa 1500 studenti scelgono di vivere e studiare all'estero ed altrettanti giovani di ogni nazione scelgono di conoscere la nostra realtà attraverso l'inserimento in famiglie e scuole italiane.

Intercultura collabora a molti progetti europei ed internazionali e organizza seminari e conferenze sul tema dell'educazione interculturale e dello scambio per sensibilizzare presidi e docenti e offrire strumenti operativi. Intercultura è un ente morale posto sotto la tutela del Ministero degli Affari Esteri, rappresenta in Italia reti internazionali come AFS e EFIL e ha statuto consultivo all'UNESCO e al Consiglio d'Europa.



## PORTONOVO 2006

*è stato realizzato*

### con il patrocinio di

Ufficio Scolastico Regionale per le Marche-Direzione Generale  
Comune di Ancona  
Provincia di Ancona  
Regione Marche

### e la collaborazione di

- ACLE
- Bell
- British Council
- Cambridge
- Cambridge ESOL
- Carelli libri
- Christ Church University
- Cideb
- Comune di Ancona
- Didaservice
- Eli
- Europass
- Express Publishing
- Helbling Languages
- Intercultura
- I Viaggi del Toghiro
- Lang - Edizioni
- Loescher
- Macmillan
- McGraw - Hill
- NILE
- Nordra-Sanako Tandberg Educational
- Overseas Bookservice
- Oxford University Press
- Pearson Longman
- Pilgrims
- Principato
- Raffaello
- SEAL
- Sedes - Ghisetti e Corvi Editori
- Snail Publishing
- Technilab
- Trinity
- Zanichelli



## PORTONOVO 2006

### Programme

 <b>Mark Almond</b>	<b>Plenary:</b> Dramatic Openings: The What, Why and How of Drama in ELT <b>Workshop:</b> Drama and Dramatisation Improvisation Skills for the English Language Learner	Methodology
 <b>Stephanie Dimond-Bayir</b>	<b>Plenary:</b> Breathing Life into Literature <b>Workshop:</b> Breathing Life into Literature. Creative approaches to original versions	Literature
 <b>Donald Freeman</b>	<b>Plenary:</b> Working with “core activities” in language teaching <b>Workshop:</b> “The same things done differently”: Seeing what we do in teaching	Teacher Development
 <b>Izabella Hearn</b>	<b>Plenary:</b> Springboard to Success! <b>Workshop:</b> Joyful Learning	Young Learners
 <b>Keith Kelly</b>	<b>Plenary:</b> CLIL: supporting language in English-medium education <b>Workshop:</b> CLIL materials writing for language support	Methodology
 <b>Susan Norman</b>	<b>Plenary:</b> Visionary teaching <b>Workshop:</b> Reflective teaching	Teacher Development
 <b>Mario Rinvoluceri</b>	<b>Plenary:</b> The 100% student autonomy of listening and reading <b>Workshop:</b> Teaching culture in the culturally diverse Italian EFL classroom	Teacher Development
 <b>Penelope Williams</b>	<b>Plenary:</b> Working where the Conscious and the Unconscious Meet <b>Workshop:</b> Young Learners: Entertainment or Play-filled Learning?	Young Learners



# PORTONOVO 2006

## Timetable

Monday 28 <sup>th</sup> August	Tuesday 29 <sup>th</sup> August	Wednesday 30 <sup>th</sup> August	Thursday 31 <sup>st</sup> August								
<p>Registrations From 11.00</p> <p>14.30 -15.10 Opening Ceremony</p>	<p>8.30 - 9.20 Penelope Williams <u>Plenary</u></p>	<p>8.30 - 9.20 Almond Mark <u>Plenary</u></p>	<p>9.00 - 9.50 Donald Freeman <u>Plenary</u></p> <p>10.00 - 10.50 Mario Rinvoluceri <u>Plenary</u></p>								
<p>15.20 – 16.10 Izabella Hearn <u>Plenary</u></p> <p>16.20 – 17.10 Keith Kelly <u>Plenary</u></p> <p>Afternoon tea 17.10 - 17.30</p> <p>17.40- 18.30 Susan Norman <u>Plenary</u></p> <p>18.40 - 19.30 Stephanie Dimond-Bayir <u>Plenary</u></p>	<p>9.30 - 12.30 <u>Workshops</u> with Morning tea and refreshments at 11.00</p> <p>From 13.00 Lunch Break</p> <p><i>Materials Exhibition</i></p> <p><i>Publishers’ promotional session</i></p> <p>15.00 - 18.00 <u>Workshops</u></p>	<p>9.30 - 12.30 <u>Workshops</u> with Morning tea and refreshments at 11.00</p> <p>From 13.00 Lunch Break</p> <p><i>Materials Exhibition</i></p> <p><i>Publishers’ promotional session</i></p> <p>15.00 - 18.00 <u>Workshops</u></p>	<p>11.00 – 11.50 Closing ceremony Raffle for Portonovo 2008</p> <p>Certificates of attendance from 11.00 hours</p>								
<p>20.00 - 21.00 Sunset Concert</p> <p>21.00 Welcome Dinner <u>Hotel Fortino</u> on the terrace by the beach</p>	<table border="1"> <tr> <td data-bbox="329 1118 418 1257">18.30 <b>Guided walk of Ancona</b></td> <td data-bbox="425 1118 546 1257">18.30-19.15 <i>Publishers’ promotional session</i></td> </tr> <tr> <td colspan="2" data-bbox="329 1390 546 1514">21.00 <b>Dinner Concert Hotel Fortino</b> Barbecue on the beach</td> </tr> </table>	18.30 <b>Guided walk of Ancona</b>	18.30-19.15 <i>Publishers’ promotional session</i>	21.00 <b>Dinner Concert Hotel Fortino</b> Barbecue on the beach		<table border="1"> <tr> <td data-bbox="575 1118 665 1310">18.30 <b>Wine Cellar Tour</b> Fattoria le Terrazze</td> <td data-bbox="672 1118 792 1257">18.30-19.15 <i>Publishers’ promotional session</i></td> </tr> <tr> <td colspan="2" data-bbox="575 1390 792 1514">21.00 <b>Dinner Dance Hotel La Fonte</b> Farewell Party</td> </tr> </table>	18.30 <b>Wine Cellar Tour</b> Fattoria le Terrazze	18.30-19.15 <i>Publishers’ promotional session</i>	21.00 <b>Dinner Dance Hotel La Fonte</b> Farewell Party		
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## Abstracts

### Mark Almond

#### Plenary

##### *Dramatic Openings: The What, Why and How of Drama in ELT*

Drama activities increasingly form part of the language teacher's repertoire so fortunately nowadays there is little need to demystify it as most teachers have a general understanding of what drama is and the many benefits it brings to language learners. It is widely believed that to make language learning more meaningful and memorable, it should be a visceral, intellectual and emotional experience, which is why a whole-person approach such as drama seems so appropriate. In this plenary, I will briefly discuss what drama is and what it is not and then we will look at how drama techniques not only develop social and cultural awareness but also help to build confidence, which in turn improves fluency and more general communication skills.

#### Workshop

##### *Drama and Dramatisation. Improvisation Skills for the English Language Learner*

We will begin by experiencing for ourselves a variety of drama exercises designed to physically and vocally warm ourselves up and create suitable group dynamics. We will then look at ways of helping our learners become more confident, effective and spontaneous speakers using improvisation techniques that can be applied to just about any fluency activity. Reference will be made to the works of Stanislavsky and Johnstone and their contributions to the actor's craft. These general principles will then be applied to creative storytelling and dramatisation of text with a strong emphasis on voice work and whole-person communication. We will look at certain drama conventions such as still imaging/tableau, soundtracking, mime, narration and thought tracking and use them to inform our short group performances at the end of the workshop.

### Stephanie Dimond-Bayir

#### Plenary

##### *Breathing Life into Literature*

Do you use literature- or even Literature- in the classroom? In a "sexed-up" multimedia culture, how often is its inclusion in class usually justified by the demands of syllabus ("the set book") or by fragmentation for linguistic analysis? How



often is it either Poor Man's literary criticism or a series of atomised language tasks ignoring literary aspect? In this presentation we look at the space between the two, between preconceptions and possibility, expressiveness and transaction, learner and text etc. We consider how more holistic, intertextual approaches could centre on the learner as well as the text. Can we bridge the gaps and breathe life back into literature?

### **Workshop**

#### ***Breathing Life into Literature. Creative approaches to original versions***

Do you avoid literature in the classroom? If not, how often do you find yourself focusing on fragmented text, hoping learners might notice the beauty of the language, or gently coaxing reluctant readers through a much longer text that has failed to motivate?

This practical, participatory workshop explores the factors involved in use of literature in the ELT classroom and develops strategies for frustrated teachers. Can we exploit the spaces that commonly divide literature from learner and thus galvanise both teacher and learner into greater creativity and understanding? The session will focus on the contradictions between literary context versus learner experience, statement versus inference, expectation versus classroom application and expression versus linguistic object. We will look at approaches which utilise these spaces and avoid condemning literature to either "dreary struggle" or piecemeal dissection. By doing so we hope to find strategies which lead our learners back towards original texts and fill literature ("old" or otherwise) with new life.

## **Donald Freeman**

### **Plenary**

#### ***Working with "core activities" in language teaching***

What does it mean to organize language teaching around a common core-- a set of activities that make student and teacher participation clear, unambiguous, and easy? What would that core of classroom participation look like? How could it be used? This participatory talk examines how such a set of 'core activities' was identified and developed, and looks at how they can be used in the language classroom and in teacher training and development. In this plenary, participants will learn about and have the chance to work with some of these 'core activities', and to consider how they could be useful in their own work.



## **Workshop**

### ***‘The same things done differently’: Seeing what we do in teaching***

Classrooms often become overpopulated by habits and routines for both students and teachers. These usual and accepted ways of doing things can become obstacles to re-energizing teaching. In this workshop, we will investigate the notion of ‘seeing’ what we do in the classroom from different perspectives. We will use practical tools to experiment with ways of seeing and of understanding what we do and what our students do, and consider alternative perspectives and explanations. The central idea is that changing teaching often involves doing what we already do, but with different motivations to different outcomes.

## **Izabella Hearn**

### **Plenary**

#### ***Springboard to Success!***

Whatever we teach, whatever we hope the children are going to learn, the experience is richer, more memorable and more motivating when we engage the emotions, and when we include an element of fun.

This session will consider these areas, providing ideas to help our learners appreciate the many different ways in which they are intelligent, to recognize their own strengths, and develop learning strategies to suit them as individuals. In turn this helps the students to appreciate and respect the differences between members of the group, enabling them to collaborate successfully, and reach a sophisticated level of learner autonomy.

Izabella will also demonstrate how through Educational Kinesiology we can help our learners enhance their performance by stimulating the whole brain, allowing maximum learning to take place.

By making best use of these theories and strategies we can ensure that the children become successful learners and fulfill their potential.

### **Workshop**

#### ***Joyful Learning***

Glen Doman says “Learning is the greatest game in life, and the most fun”. How can we make sure that this is true for the children in our classes and motivate them to learn? In this workshop we will be looking at practical ways to inspire our learners. The activities we are going to explore will give all the children a chance to succeed. We will focus on all the different types of learners, but in particular on those who find it hard to sit still and pay attention, because they too deserve a chance to shine.





## Keith Kelly

### Plenary

#### *CLIL: supporting language in English-medium education*

Is teaching anything in a foreign language now called 'CLIL'? Content and Language Integrated Learning is becoming more and more popular with both language and content teachers around the world. This growth has led to an expansion in the number of approaches being offered to teachers, the courses available and generally the interest in this area of education, though little in terms of published materials for teachers. What exactly does good CLIL practice entail? What exactly does it mean to support language in content education?

This paper offers the premise that CLIL is defined by the explicit provision of language support to learners of foreign language content.

This plenary will look specifically at the provision of 'language support' and offer a working definition for this term. Participants will see a wide range of examples of content materials from around the world and the language demands teachers have identified as well as the subsequent 'language support' activities they have produced.

### Workshop

#### *CLIL: materials writing for language support*

If you were given a sample text, or visual from a content book on, say, Chemistry, could you plot the language demands this material would entail for any given group of learners? Would you be able to create a task which supports the language identified either through guiding learners through a listening, or a reading, or with provision of support for learners to reproduce the language in their own words?

Participants at this workshop will be presented with sample 'texts' from a range of subject areas and they will explore two areas: identifying language demands in content texts and task production for language support.

## Susan Norman

### Plenary

#### *Visionary teaching*

Are you the best teacher you could possibly be? How do you know?

We owe it to ourselves as well as to our students to make sure that when we teach, we are expressing our values and making best use of our many skills and talents.

What are your skills and talents? What about your values and beliefs? Let's explo-



re how a student-centred classroom is exactly where you can best express who you truly are.

## **Workshop**

### ***Reflective teaching (TD)***

Do you teach English or do you teach people? It's important to know the subject, but it's equally important to know how students learn most effectively. And then again, the person who often gets left out of any student-centred approach is the teacher. What do you need?

This hands-on workshop gives you lots of practical techniques which both help your students learn English and help them become better learners. At the same time we will explore how you can teaching more effectively.

Activities include helping you run powerful guided visualisations, and ways to overload or distract the conscious mind so that the non-conscious mind is free to learn more easily.

## **Mario Rinvoluceri**

## **Plenary**

### ***The 100% student autonomy of listening and reading***

Most of the exercises we language teachers typically ask students to do after a listening or reading are somewhat bizarre, since they deal with the original text rather than focusing on the elaborated text that the student has in their mind. Person-realistic exercises deal with the multiple elaborated texts to be found in any class.

You will leave the session with a) some idea of the complexity of reading and listening elaboration and with b) some intelligent techniques for probing into it. Please invite all your madre lingua colleagues along to this hour, or at least tell'em about it!

## **Workshop**

### ***Teaching culture in the culturally diverse Italian EFL classroom***

In this workshop we will look at these areas:

- a) analytical schemes taken from anthropology and psycho-anthropology. This sounds rather high flown but in fact these ways of thinking make it possible to talk about the hidden areas of culture. We are dealing with practical tools not vague, theoretical bla-bla.
- b) practical exercises that help students become aware of the beliefs, attitudes and



behaviours of the exotic people on the largest group of European off-shore islands ( UK+ Eire).

c) practical exercises that raise the students' awareness of the cultural diversity within their own learning group, the multi-cultural Italian classroom.

The underlying thinking behind this day's work is that by studying the "other/s" you get to see "self/selves" is a radically new light. To a foreign culture is to study one's own.

## Penelope Williams

### Plenary

#### *Working where the Conscious and the Unconscious Meet.*

In language learning there is a subtle balance between unconscious and conscious work and, particularly above primary level, both areas need to be activated. A lot of language learning is conceived as 'having' the language and 'doing' in it, while a real command of the language comes when one is in the language – 'being' is the ultimate aim!

### Workshop

#### *Young Learners: Entertainment or Play-filled Learning?*

If you chance to watch a 7 year old engrossed in play, you will see an intensity of concentration rarely paralleled in adult life. This workshop using music, narrative and the visual arts will invite you to tap into the creative force of real play. This is quite different from entertainment with its shallow passivity which can dominate the mindset of the publishers and authors of some of our course books. Apart from experiencing useful exercises you will discover the difference between pleasure and happiness.



## Biodata

### **Mark Almond**

Mark is a lecturer in the Department of Language Studies at Christ Church University, Canterbury, UK. He directs and teaches on short teacher training programmes such as CELTA and teaches general English to mixed nationality classes. He also runs series of drama workshops for mainly European teachers on Pilgrims courses in Canterbury. His main areas of interest are in the use of drama in language learning and dramaturgical devices for creative and effective teaching. He is widely published in this area and his book 'Teaching English with Drama' was published by Modern English Publishing in November 2005. He has also published on this subject in English Teaching Professional (Issues 22 and 35) and has written an article accepted for publication in 2006 entitled 'Teachers Acting Up - Performance Skills for the English Language Teacher'. He also contributed a chapter in the book Language and Cultural Immersion published by the Hong Kong Institute of Education in 2001. In 2003, he was seconded to the HKIEd for six months specifically to implement drama components into their pre- and post-graduate English language programmes.

### **Stephanie Dimond-Bayir**

Stephanie is a teacher, trainer and trainer trainer who has 14 years experience both in the UK and overseas. She currently works as part of the academic management team at Bell Cambridge where she continues to participate in teaching and training in addition to academic directing. Her current area of research is literature and teacher development.

### **Donald Freeman**

Donald serves as Dean of Language Teacher Education and director of SIT's Center for Teacher Education, Training, and Research. He writes widely on teacher learning, professional development, and teacher research, and serves on the editorial boards of the Modern Language Journal and the Educational Researcher. A past president of TESOL, he is a board member of the TESOL International Research Foundation and the International Advisory Council for the University of Cambridge ESOL Examinations. He is series editor of TeacherSource, author of Doing Teacher-Research: From Inquiry to Understanding in that series, and co-author, with Linda Lee and Kathleen Graves, of ICON-International Communication through English, a four-level series that combines student language learning and teacher development. His current work focuses on the interrelations among teacher development, school change, and student learning.

### **Izabella Hearn**

Izabella is a primary teacher and ELT author. She is also involved in teacher training in many countries all over the world, in particular Latin America. Izabella has served on the Executive Board of TESOL Spain and was also a member of the ESL/Mother Tongue Committee of the Council of International Schools. At present, Izabella is the director of SEAL-Spain (Society of Effective Affective Learning) and is an active member of many affiliated organisations. She is also a representative for Spain for the International Council for Self-Esteem.

Izabella trained as an NLP practitioner, and has developed creative techniques in the classroom based on her research in this area. She has written a large number of primary EFL textbooks for Pearson Longman and is also co-author of *Didáctica del Inglés*, a methodology book for primary teachers of English (Pearson Prentice Hall 2003).

### **Keith Kelly**

Keith has an undergraduate degree in Modern Languages and a PGCE in French, Russian and German from Bristol University. He then took a Masters degree in English Language Education at



Manchester University. He is an experienced teacher and teacher trainer, a team member of Science Across the World, and an Associate Tutor for the Norwich Institute for Language Education (NILE). Keith is also a founder and coordinator of the Forum for Across the Curriculum Teaching (FACT). From 1999-2003 Keith was coordinator of the English Across the Curriculum project for the British Council in Bulgaria where he worked in and with bilingual schools around Bulgaria and the region. He has been working as a freelance education consultant since August 2003 on education projects mainly focusing on the teaching of content through the medium of a foreign language. (keithkelly@factworld.org)

### **Susan Norman**

Susan is Co-Director (with Hugh L'Estrange) of SEAL (Society for Effective Affective Learning) and was editor of English Teaching Professional magazine for three years. She has extensive experience as a language teacher and teacher trainer and presents regularly at conferences internationally. She is the author of more than 40 books, including (with Jane Revell) 'In Your Hands' and 'Handing Over' (on NLP in EFL), (with Eva Hoffman) 'Stepping Stones – first lessons in Accelerated Learning', and (with Jan Cisek) 'VIP – Visual Information Processing' (a revolutionary approach to reading). Find out more: [www.seal.org.uk](http://www.seal.org.uk)

### **Mario Rinvolucri**

Mario has worked for Pilgrims for 31 years and edits Humanising Language Teaching, [www.hltmag.co.uk](http://www.hltmag.co.uk). He regularly contributes to The Teacher Trainer, our print journal for teacher educators, [www.tttj.co.uk](http://www.tttj.co.uk). Mario's first Cdrom for students, Mindgame, was written with Isobel Fletcher de Tellez, and engineered and published by Clarity, Hongkong in 2000

Mario's books include:

- 2005 **Multiple Intelligences in EFL**, with Herbert Puchta, Helbling Languages
- 2005 **Unlocking Self-Expression through NLP**, with Judy Baker, Delta Books
- 2004 **New edition of Vocabulary**, with John Morgan, OUP
- 2002 **Humanising your Coursebook**, Delta Books
- 2002 **Using the Mother Tongue**, with Sheelagh Deller, Delta Books
- 1999 **Ways of Doing**, with Paul Davis and Barbara Garside, CUP

Mario cooks and gardens with more joy than skill.

### **Penelope Williams**

Penelope has worked with international groups for Pilgrims' central training team since 1994. Her special interests have been Creative Methodologies, Transactional Analysis for Language Teachers, Very Young Learner and Primary, and Train the Trainer. The course she is currently planning is one on group building. She has also given plenaries at conferences and done workshops for The British Council, Jordan; the Greenlandic Government; International Schools, Paris; Mondragon Co-operative, Spain and Appi in Portugal.

Penelope initially trained as a musician and then in Steiner education including Kindergarten and remedial education. On the therapy side she is a qualified Humanistic Integrative Therapist, has managed a treatment centre for addiction and now works with children and in private practice. She has recently specialised in supervision and works, supervising and mentoring, for the UK National Health Service. She works from a belief that it is just as important to meet the developmental needs of the teachers in training as it is to concentrate on the real needs of their pupils.



## PORTONOVO 2006

### Social Program

**Monday 28<sup>th</sup> August**

**20.00**  
**Sunset Concert**

**21.00**  
**Welcome Dinner**  
**Hotel Fortino**

*on the terrace by the beach*

**Tuesday 29<sup>th</sup> August**

**18.30**  
**Guided walk**  
**of Ancona**

*Muse Theatre, Harbour  
and the Traian Arch,  
Church of Santa Maria  
della Piazza and  
Plebiscito Square*

**21.00**  
**Dinner Concert**  
**Hotel Fortino**

*on the terrace by the beach*

**Wednesday 30<sup>th</sup> August**

**18.30**  
**Wine cellar tour**  
*Fattoria "Le terrazze"*  
[www.fattorialeterrazze.it](http://www.fattorialeterrazze.it)

**21.00**  
**Dinner Dance**  
**Hotel La Fonte**  
*Farewell Party*





## How to get to Portonovo



**Monday 28<sup>th</sup> 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

**Thursday 31<sup>st</sup> 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](http://www.conerobus.it)

*Sede del Seminario*  
**Centro Congressi**  
**Excelsior Hotel La Fonte**  
60020 Portonovo ANCONA  
tel +39 071/801470 fax +39 071/801474

[www.excelsiorlafonte.it](http://www.excelsiorlafonte.it)  
[info@excelsiorlafonte.it](mailto:info@excelsiorlafonte.it)

[www.lend.it/portonovo2006](http://www.lend.it/portonovo2006)

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[www.lend.it/portonovo2006](http://www.lend.it/portonovo2006)  
[v.gallerani@dinoto.net](mailto:v.gallerani@dinoto.net)