

Lend

27th August - 30th August

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



Portonovo 2008

Humanism in Language Teaching



LEND (Lingua E Nuova Didattica) è una associazione culturale, attiva da più di trent'anni, che «non ha fini di lucro ed ha lo scopo di condurre un lavoro di ricerca, sperimentazione, formazione e aggiornamento degli insegnanti dell'area linguistica; di diffondere nuovi orientamenti didattici; di socializzare, confrontare e verificare esperienze e competenze relative a tale area, nell' ambito di una azione mirante a rinnovare l'insegnamento nella scuola in funzione della formazione democratica e civile del cittadino e del lavoratore italiano ed europeo.» (art. 2 dello Statuto). lend, con Decreto del Miur del 23 maggio 2002 è stato inserito nell'elenco definitivo dei "soggetti qualificati" per le attività di formazione per il personale della scuola, ai sensi del Dm. n.177/2000.

L'associazione è articolata in una sessantina di gruppi locali, distribuiti in tutta Italia, coordinati da una Segreteria Nazionale; pubblica una rivista in collaborazione con British Council, Bureau Linguistique, Consejería de Educación de la Embajada de España e Goethe Institut, oltre a una collana (I Quaderni del Lend) edita da La Nuova Italia. Oltre ai seminari e convegni nazionali e alla partecipazione a progetti europei, sono numerose le iniziative di studio, ricerca, aggiornamento e formazione professionale a livello locale o regionale.

Fin dalla sua fondazione l'associazione si è impegnata per contribuire, con proposte di politica scolastica fondate sull'esperienza specifica ma mirate all'interesse generale, al miglioramento, specialmente nell'educazione linguistica, del sistema scolastico e formativo del paese, in una prospettiva Europea.



Intercultura

Da oltre cinquanta anni Intercultura promuove l'educazione interculturale nelle scuole e nelle famiglie italiane organizzando scambi individuali di giovani: ogni anno invia circa 1500 ragazzi delle scuole secondarie a vivere e studiare all'estero per periodi di varia durata e accoglie in Italia altrettanti giovani di ogni nazione che scelgono di arricchirsi trascorrendo un periodo di vita nelle nostre famiglie e nelle nostre scuole. E' gestita e amministrata da volontari che operano per sensibilizzare i giovani, le loro famiglie e le loro scuole alla dimensione internazionale della nostra epoca.

Intercultura organizza seminari e conferenze sull'educazione interculturale e sugli scambi di giovani per presidi, docenti, volontari della propria e di altre associazioni. Intercultura è una ONLUS e un ente morale, posto sotto la tutela del Ministero degli Affari Esteri. Ha statuto consultivo all'UNESCO e al Consiglio d'Europa, collabora ad alcuni progetti dell'Unione Europea e con i nostri Ministeri degli Esteri e della Istruzione.



PORTONOVO 2008

con il patrocinio di

 Direzione Scolastica Regionale per le Marche
 Comune di Ancona
 Provincia di Ancona
 Regione Marche









e la collaborazione di

British Council	Lattes
Cambridge University Press	LeonardoWorld
Cambridge ESOL	Loescher
Carelli Libri	Macmillan
Cideb	NILE
De Agostini	Nordra-Sanako Tandberg Educational
ELI	Oxford University Press
English in Action	Pearson Longman
Euro Master Studies	Petrini
Garzanti Linguistica	Pilgrims
Garzanti Scuola	Principato Europass
Ghisetti&Corvi Editori	Raffaello
Helbling Languages	Snail Publishing
I Viaggi del Toghiro	Valmartina
Intercultura	Zanichelli
Lang Edizioni	



PORTONOVO 2008

Programme

 Ferradas Claudia	Plenary: Don't leave that text alone! Integrating active reading and creative writing Workshop: Poems to read, write and ... rap!	Literature
 Keith Kelly and John Clegg	Plenary: 'Joined-up' Curriculum Thinking Workshop: Creating language-specific CLIL	Methodology
 O'Neill Mike	Plenary: The "Middle" approach to exploiting ICT in the classroom Workshop: Exploiting new technologies in the classroom	ICT
 Prodromou Luke	Plenary: Getting students' attention through RAP Workshop: RAP: Teacher Rapport, Attitude and Presence in the Classroom	Methodology
 Pugliese Chaz	Plenary: The Four R's of Language Teaching. Workshop: Teaching Spoken Language	Methodology
 Roberto Ruffino Flaminia Bizzarri	Plenary: New approaches to different cultures: an old issue! Workshop: New comers and outgoing students in my classroom: ... My kids are moving all around the world!	Intercultural Education
 Williams Penelope	Plenary: Balance and Flow Workshop: Real needs. The power of recognition	Young Learners
 Underhill Adrian	Plenary: Leading as Learning, Learning as Leading Workshop: Leading as Learning, Learning as Leading	Professional Development



PORTONOVO 2008

Timetable

Wednesday 27 th August	Tuesday 28 th August	Friday 29 th August	Saturday 30 th August
<p>Registration 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 Claudia Ferradas <u>Plenary</u></p>	<p>9.00 - 9.50 Luke Prodomov <u>Plenary</u></p> <p>10.00 - 10.50 Adrian Underhill <u>Plenary</u></p>
<p>15.20 – 16.10 Roberto Ruffino <u>Plenary</u></p> <p>16.20 – 17.10 Keith Kelly and John Clegg <u>Plenary</u></p>	<p>9.30 - 12.30 <u>Workshops</u> with Morning Tea and refreshments at 11.00</p>	<p>9.30 - 12.30 <u>Workshops</u> with Morning Tea and refreshments at 11.00</p>	
<p>Afternoon Tea 17.10 - 17.30</p>	<p>From 13.00 Lunch Break <i>Materials Exhibition</i> <i>Publishers' promotional session</i></p>	<p>From 13.00 Lunch Break <i>Materials Exhibition</i> <i>Publishers' promotional session</i></p>	<p>11.00 – 11.50 Closing ceremony</p> <p>Raffle for Portonovo 2010</p> <p>Certificates of attendance from 11.00</p>
<p>17.40- 18.30 Chaz Pugliese <u>Plenary</u></p> <p>18.40 - 19.30 Mike O'Neill <u>Plenary</u></p>	<p>15.00 - 18.00 <u>Workshops</u></p>	<p>15.00 - 18.00 <u>Workshops</u></p>	
<p>20.00 - 21.00 Sunset Concert</p> <p>21.00 Welcome Dinner <u>Hotel Fortino</u> on the terrace by the sea</p>	<p>18.30 18.30-19.15 <u>Guided walk of Ancona</u> <i>Publishers' promotional session</i></p> <p>21.00 Dinner Concert <u>Hotel Fortino</u> Barbecue on the beach</p>	<p>18.30 18.30-19.15 <u>Wine Cellar Tour</u> <i>Publishers' promotional session</i></p> <p>21.00 Dinner Dance <u>Hotel La Fonte</u> Farewell Party</p>	



Abstracts

Claudia Ferradas (Literature)

Plenary

Don't leave that text alone! Integrating active reading and creative writing

Teachers often wonder how to use both graded and authentic texts beyond extensive reading, revision and vocabulary extension. In this session, we will share ideas on how to “tamper” with the text to encourage students' personal response and affective involvement and so motivate them to read critically and write creatively.

Workshop

Poems to read, write and ... rap!

Why give up on poetry once our pupils are too old for nursery rhymes and chants? Why not take advantage of the rhythm, brevity and content relevance of contemporary poems? In this workshop we'll explore ways of approaching poems with teenagers and pre-teens aiming at language awareness, intercultural competence and... fun!

Keith Kelly - John Clegg (CLIL/Methodology)

Plenary

CLIL - 'Joined-up' Curriculum Thinking

This plenary will take a look at different areas of the curricula of language learning and subject learning and suggest ways in which the two areas could be 'joined-up'. The talk will present good reasons why there is a need for this to happen and this will be followed by a number of examples how teachers can investigate the curricula in their teaching context and use this information to bring CLIL into their language learning classrooms.

Workshop

Creating language-specific CLIL

Colleagues will be given an insight into a variety of subject curriculum areas that their students are likely to be learning while they are at the same time attending their English language lessons. This workshop will present colleagues with a number of input materials from these curriculum areas. Teachers will then be presented with techniques for adapting these content source materials for use in their own language classrooms.

Mike O'Neill (ICT)

Plenary

The “Middle approach to exploiting ICT in the classroom”

We live in a world which has been radically changed by advances in the world of technology in the last decade or so and as teachers, we are all interested in the impact on the learning process in and out of the classroom brought about by these significant changes.

We need, however, to avoid two extremes when working with our students: on the one hand, being overawed by technology or thinking that in order to exploit it properly in class you need to be a 'techie'; and on the other, allowing technology to take precedence over sound pedagogy in the classroom (sometimes referred to as the 'bells and whistles' approach).



This presentation will advocate the 'middle' approach: some simple but effective ways of taking best advantage of technological tools to improve our students' reading, speaking and listening skills. It will not assume that all teachers enjoy a work situation in which the very latest technological resources are easily available.

Workshop

Exploiting new technologies in the classroom

The aims of the sessions are to take the 'fear' or 'mystery' out of ICT and increase teachers' awareness of what ICT offers us and to give them practical ideas and confidence in exploiting this technology in the classroom situation.

The sessions will include working with an IWB (Interactive Whiteboard), using a voice recorder, wikis, blogs and e-mail with classes, analysis and exploitation of websites, and activities to make the teacher's life easier!

Teachers will also be asked to contribute to a 'Show and Tell' session, where they demonstrate simple but effective activities that have worked well for them in the classroom.

Luke Prodromou (Methodology)

Plenary

Getting students' attention through RAP

Summary

This talk describes and demonstrates a range of techniques for dealing with restless, inattentive or disruptive learners. I build on existing models of motivation to create a framework for analysing and dealing with these classroom difficulties: in this scheme the following principles will play a part: rules, class management and, above all, rapport with learners and presence of the teacher.

Outline

This talk aims to broaden the definition of 'discipline problems in class' and to offer a multi-level framework for dealing with the problem. I will build on previous work on discipline by Rogers, McManus and others and will also extend Maslow's theory of motivation as a starting point for offering some practical solutions of my own.

I will first of all, define and exemplify the enormous range of ways in which students - young and old - 'switch off' in class or 'misbehave'. I will classify these patterns of behaviour into 'overt' and 'covert' forms of 'indiscipline' and draw on the experience of the participants to confirm and extend these points. The workshop involves the teachers in reflecting on their own experience and coming up with descriptions of their present practice.

I will help this process by exploring solutions on the following levels:

1. Rules, regulations and rewards
2. Strategies for dealing with indiscipline
3. Classroom management
4. Discipline friendly techniques
5. Building motivation
6. Teacher presence
7. Teacher attitudes
8. Rapport.



Workshop

RAP: Teacher Rapport, Attitude and Presence in the Classroom

Summary

In all classes, there is a tendency to 'switch off' or lose interest. Building on a socio-cultural approach to learning, I propose practical, positive ways of building rapport, encouraging positive attitudes and developing the teachers' presence in class. We begin by discussing techniques that build on the strengths of each learner in a co-operative, supportive atmosphere. I present and practise techniques that involve a minimum of presentation and a maximum pay-off in terms of language and co-operative activity in the classroom.

Abstract

All of the principles 1-8 in my plenary will be defined and illustrated and, I hope, extended by the participants themselves:

1. rules, regulations and rewards
2. strategies for dealing with indiscipline
3. classroom management
4. discipline friendly techniques
5. building motivation
6. teacher presence
7. teacher attitudes
8. rapport.

Throughout the workshop we will refer briefly to research in the areas of classroom discipline, motivation and effective classroom practice. The approach motivation adopted in this workshop can be traced back to the socio-cultural views of Vygotsky, whose ideas focused on the importance of interaction and co-operation in language acquisition.

In Vygotskian approaches, cognitive development is achieved by the joint construction of knowledge between the child and society. It follows that the child's potential intellectual ability is greater if working in conjunction with a more expert person rather than alone. This can be the teacher or other learners.

Drawing on this framework, first we define the problem of demotivation and inattention in the classroom and illustrate techniques that take full advantage of these factors: I encourage a view that sees opportunities in the classroom rather than obstacles.

We draw on the importance 'multiple intelligences': verbal, visual, kinaesthetic, mathematical and so on, and illustrate these ideas through simple techniques for working with mixed level classes.

I also draw on my own recent experience as a teacher of young learners and adolescents and also as a learner of Spanish myself.

We end with ways of translating into practice the essential but elusive factors: rapport, attitude, presence (RAP).

Participants will take away a whole range of techniques that build on the Vygotskian concept of scaffolding, in which more capable members share responsibility and support the less able - but we also show that the so-called 'less able' have a lot to offer in their own terms, if only we can see what lies behind the surface of failure: the potential for success.

Chaz Pugliese (Methodology)

Plenary

The Four R's of Language Teaching.

For learning to happen, the learners (and the teacher!) must be mentally and physically alert, in other words, they must be in a state of readiness. For language to stick, meaningful



repetition is necessary. Learning is made easier if the learner is allowed an opportunity to mull things over and think about the language (rehearse). Reusing, recycling and revising language is about maximizing learning opportunities and helping the learners making the transition from input into intake.

Although at least two other powerful r's may be mentioned (rapport, responsibility), in this interactive plenary we will focus exclusively on the four above. We will look at why these four elements are needed and we will look at a few simple ideas that will illustrate how to implement them in our everyday teaching.

Workshop

Teaching Spoken Grammar

Your three minutes is up or your three minutes are up? Fewer people or less people?

Spoken language has been traditionally neglected by grammarians, largely because it was thought there was no difference between spoken language and written language. However, since John Sinclair's work in the 80's, corpus linguists have looked at language (written and spoken) and they have given us more information about how the language works than we have ever had before. Today we know for instance what the most frequent patterns of the language are, and how these work. We also know not just how the language should be used, but how the language is actually used in everyday contexts. Finally we've learned that the grammar of spoken language, although not entirely different from the grammar of written language, does present some interesting characteristics that are, in the opinion of many, worth examining and exploiting in class.

Come to this practical workshop if you would like to:

- see why it is important for second language learners to understand how spoken language works and
- experience a bagful of exercises that will help you teach some of the prominent features of spoken grammar.

Roberto Ruffino-Flaminia Bizzarri (Interculture)

Plenary

New approaches to different cultures: an old issue!

The co-presence of different cultures in our society is an irreversible process as it is strongly connected with the developments of our time: internationalization of relations, information and communication, globalization of economic relations, technological and cultural markets. But interest and curiosity towards intercultural differences goes back to very ancient times: people have always travelled under the need of migration, of expansion, of economic or commercial exchange. We studied about those like Ulysses, Marco Polo, Columbus and many others who went, pressed by their own need to explore new borders, to get over their daily routine, to find out what the world was about.

As our exchange students do today, first of all they learnt more about themselves, then they understood more about others. Furthermore they learnt how to relate to differences and how to put them into relation with their own culture. And, after building these layers, they were finally able to think of worldwide issues and of the relationship between cultures and societies in another way.

Personal, interpersonal, intercultural and global goals are the four layers of intercultural education in students' exchanges and the topics that we will debate in our plenary session.



Workshop

New comers and outgoing students in my classroom :... My kids are moving all around the world!

Individual exchanges of students are a unique possibility to bring in and to experiment new intercultural and international approaches in your classroom and in your school. But if you are interested in doing this, you must be willing to try different ways of communicating with your own students taking part in long term exchanges abroad or with foreign students hosted in your class.

Multicultural classes must thrive on cultural differences and use them as a foundation for growth and development. Differences propel work, resolution, openness and intercultural understanding.

This workshop will therefore focus on what a teacher sensible to intercultural education and exchanges can do to redefine his or her status, to facilitate relations, to include new advanced educational goals in the curricula, to develop new evaluation perspectives and tools to use during exchanges.

Adrian Underhill (Professional Development)

Plenary

Leading as Learning, Learning as Leading

Traditionally teachers have not been so interested in leadership. But radically new models of leadership are emerging which turn previous models on their head, and which have everything to do with the values of teaching, learning, developing power and intelligence in local communities through the ways we work, speak and connect. This participatory talk will offer an overview and invite you to reflect and connect.

Workshop

Leading as Learning, Learning as Leading. The new leadership paradigm in educational settings

This is a practical course in the newly emerging styles of leading. It is intended for those who want to make a difference through their work and who want to contribute to a life enhancing future. Teachers are well-placed to develop such leadership practices since they are 'influencing' people all the time and at many levels, and since living-as-learning is at the heart of newly emerging approaches to leadership in business, NGOs, governance etc.

This workshop complements and extends the practices of humanistic teaching, extending its application from classroom to life at large. This workshop is suitable for teachers, trainers, supervisors, project organisers, head teachers, and anyone who wants to develop a culture of connected up, worthwhile learning-as-leading in their workplace.

Topics include:

Overview of new styles of 'post-heroic' leadership

The ways we influence others

Developing power with people rather than power over people

Leadership and deep values and beliefs,

Developing your personalised, intentional leadership style

Your own 'leadership project'

A learning approach to people, 'problems' and 'solutions'.



Penelope Williams (Young Learners)

Plenary

Balance and Flow

There are times when lessons/seminars flow. They leave the participants with a lingering sense of satisfaction, vitality and balance (along with enhanced and sometimes inspirational learning). That sense of flow has a lot to do with how the students and we experience time. How we experience time is, in turn, rooted in the way our deeper human needs are met and balanced.

Just what is the essence of these needs? How do we balance them - our students' needs and our own? How do we create flow?

Introducing and developing two frameworks from Transactional Analysis (Eric Berne) - that of Human Hungers and Time Structuring, this talk will offer insights into bringing our capacity to create flow into conscious awareness.

The first concept: Human Hungers, is our need for Recognition, Stimulation and Structure. In order to get these needs met, the second concept: Time Structuring, demystifies the delicate tapestry of interaction underlying how we structure our time.

Fully embraced, these insights can be an invaluable resource for evaluation, problem solving and creatively humanistic teaching.

Workshop

Real needs. The power of recognition

Young children learn through relating. In fact, how they relate is what they need to learn! Developing an awareness and skill in relating to others, the world and ourselves is fundamental to life, learning and happiness. At primary school level we still know this. It is in good quality relating that we fulfil our core need for recognition.

This workshop will explore the power of recognition and the value of intimacy and wonder. Working experientially, we will focus on some very practical ways to add mastery to the way relating and recognition happen in our language classrooms. This will include story telling, puppetry and emotional literacy. In modelling and encouraging this recognition we work in a deeply humanistic way that taps into huge personal resources - our own and the children's.



Biodata

Claudia Ferradas is an experienced presenter who travels the world as a teacher educator. She has run training sessions in various countries in South America, the Caribbean, the USA, Europe and South East Asia. She holds an MA in Education and Professional Development from the University of East Anglia, UK, and is doing a PhD in English Studies at the University of Nottingham.

In the UK, Claudia is a Visiting Fellow and research supervisor at the School of Languages, Leeds Metropolitan University, and an Associate Trainer with NILE (Norwich Institute for Language Education). She is also a university lecturer and teacher trainer in Argentina, where she is based.

Claudia often works as a consultant, materials designer and facilitator for the British Council and has co-chaired the Oxford Conference on the Teaching of Literature on five occasions

Among other publications, Claudia is the author of *Rock Poetry in the Creative Language Classroom* (DL Books, 1994) and *Working with Values* (Pearson/Longman, 2006) and is one of the contributors to *Developing Materials for Language Teaching* (ed. Brian Tomlinson, Continuum, 2003). She has also worked as Project Manager for the Penguin Active Readers Teacher Support Programme.

Keith Kelly is a freelance education consultant based in Bulgaria. He 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. Keith, along with John Clegg, is co-author of the CLIL MA Module for NILE and Leeds Metropolitan University. Keith is author of the Macmillan Science and Geography Vocabulary Practice Series and was made a Fellow of IUPAC (The International Union of Pure and Applied Chemistry) in January 2008 for his contributions to the programme. His main interests are education projects focusing on the teaching of content through the medium of a foreign language. (keithpkelly@yahoo.co.uk)

John Clegg is an independent education consultant based in London UK. He worked for many years at Thames Valley University London and now works with the Universities of Nottingham and Bristol and with the London Institute of Education. He specialises in education through the medium of English as a second language in primary and secondary schools. He works mainly with teachers, schools and education authorities in content and language integrated learning in Europe, in English-medium and bilingual education in Africa and in multicultural education in the UK. He has most recently worked with English-medium subject teachers in Italy, Ethiopia and South East Asia.

Mike O'Neill has worked as a teacher at the British Council in Barcelona for over 15 years and also has extensive teacher training experience, with both native speakers of English and secondary school teachers in the state system in Spain. For the last five years he has also been ICT Co-ordinator for the Barcelona adult teaching centre. He is the author of 'El Inglés Sin Problemas' (English Without Problems) (Edward Arnold, 1989).

Chaz Pugliese is currently Director of Training at Pilgrims, UK. Chaz is a regular presenter at international conferences, and has worked with teachers in 20 countries. His current interests are: ways to help teachers move beyond method and develop personal theories of practice, critical theory, spoken grammar, creativity and the theory of Multiple Intelligences.

Chaz's first book (*Creative strategies for teachers*) will be published by DELTA in 2008. Chaz is also writing a book on Spoken Grammar, with Mario Rinvoluceri and Simon Mumford. When he's not working, Chaz likes to spend time with his family in Paris where he lives and play the blues on his beloved Gibson guitar.

Flaminia Bizzarri has been responsible for schools relations for Intercultura since 1998. She has developed an extensive teacher and head master training experience on the development of intercultural education through exchanges. Her main activities are related to organisation of training seminars on these issues and to the development



of materials and tools to help teachers organise, monitor and evaluate periods of study abroad for Italian students and hospitality of foreign students in Italian classrooms and schools. Above the national level, she participated to training projects in cooperation with EFIL (European Federation for Intercultural Learning) and AFS. Sha has also been co-author in two publications: "Mobilità studentesca e successo formativo", 1999 and "Lo scambio interculturale - istruzioni per l'uso", 2003.

Dr. Roberto Ruffino is the Secretary General of Intercultura, the Italian national agency for international pupil exchanges at secondary school level. 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 was among the founders of the European Federation for Intercultural Learning (EFIL). 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, this year, with an honorary doctor degree in education science by the University of Padua.

Dr. Luke Prodromou has published articles in ELT journals and has written over twenty textbooks. He has worked for the British Council, NILE (Norwich), University of Edinburgh, Pilgrims (Canterbury) and ESADE (Spain) and others. He has given talks in over 25 countries around the world. He recently completed *Smash* (for young learners, Macmillan).

He wrote *Dealing with Difficulties (Delta)*, with L. Clandfield; the book won the Ben Warren Prize for 2006, an English Speaking Union Award for 2007 and an ERLTON nomination for 2008).

Luke obtained his Ph.D from the University of Nottingham. He is also a graduate of Bristol, Birmingham (Shakespeare Studies) and Leeds Universities. He teaches young learners in a private language institute in Thessaloniki. He has just published a book on English as a Lingua Franca (Continuum, 2008).

Adrian Underhill

I work with educators in various countries on the development of continuous professional learning and on leadership programmes that focus on the connections between individual and organizational learning, especially the 'learning school'. I am facilitator on the Public Service Leaders UK programme and on the Bath University MBA.

My background is in the ELT sector where I have been teacher, teacher trainer, school director and director of the International Teacher Training Institute. I am editor of the Macmillan Handbooks for Teachers series, author of *Sound Foundations: Living Phonology*, and the *Sound Foundations* chart used in many classrooms, and member of the Macmillan English Dictionary Advisory Panel. I am a past-President of the International Association for Teachers of English as a Foreign Language (IATEFL) and founder of the IATEFL Teacher Development Group.

Penelope Williams

Penelope works internationally (partly for Pilgrims) with educators and organisations training teachers, training trainers and giving talks, workshops and courses in Group Dynamic and Educational and Organisational Transactional Analysis. Trained in Steiner Education she has a deep interest in young and very young learners and their teachers, which has led to her being a consultant trainer to VYL projects. At home in England, Penelope is also a practising Humanistic Psychotherapist and Supervisor and, most importantly, still enjoys working hands-on in school, with young children, their parents and teachers.



PORTONOVO 2008

Social Programme

Wednesday 27th August

20.00

Sunset Concert

Hotel Fortino
Terrace by the Sea

21.00

Welcome Dinner

Hotel Fortino
Terrace by the Sea

Thursday 28th August

18.30

Guided walk of Ancona

Bus from the Piazzetta
di Portonovo

21.00

Dinner Concert

“Circle Dances from all
over the World and
Klezmer Music”

www.klezgang.altervista.org

www.danzintondo.it

Hotel Fortino
Napoleonico

Friday 29th August

18.30

Wine Cellar tour

Bus from the Piazzetta
di Portonovo

21.00

Farewell dinner

“Live Music and Dance”
with Leonardo Maculan
Parco Hotel La Fonte





How to get to Portonovo



**Wednesday 27th 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

**Saturday 30th 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

Sede del Seminario

Centro Congressi

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www.elionline.com