

Lend

25th August - 28th August

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



Portonovo 2010

Humanism in Language Teaching



lend – lingua e nuova didattica 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 *Scuolafacendo*, 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 curricoli scolastici
- la costruzione di materiali didattici
- la docenza nei corsi di formazione per insegnanti di lingue.



PORTONOVO 2010

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Provincia di Ancona

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PORTONOVO 2010

Programme

 Mark Almond	<p>Plenary: Just who do you think you are? Identity and Performance in the Language Classroom</p> <p>Workshop: Performance Skills for the Classroom</p>	Teacher Development - Drama
 Alan Maley	<p>Plenary: Three paths to Teacher Development: Creative Reading, Creative Writing, Wisdom Stories</p> <p>Workshop: Literature from the inside out: from creative writing to creative reading</p>	Literature and Methodology
 Anne O’Keeffe	<p>Plenary: What grammar should students know at different levels? An overview of English Profile Reference Level Descriptors</p> <p>Workshop: Taking a close look at student grammar in Cambridge exams</p>	Methodology and Grammar
 Luke Prodromou	<p>Plenary: From nineteen to ninety: novice and expert teacher.</p> <p>Workshop: From nine to nineteen - young learners and teenagers</p>	Young Learners and Teenagers
 Mario Rinvoluceri	<p>Plenary: How to deal with yourself in facing cultural challenges</p> <p>Workshop: Towards Cultural Competence</p>	Culture
 Russell Stannard	<p>Plenary: Solve real problems and keep it simple</p> <p>Workshop: Could technology revolutionise the way we give feedback?</p>	ICT
 Bonnie Tsai	<p>Plenary: The Hero's Journey The path one leads to change and the role of the coach on this journey.</p> <p>Workshop: From Coach to Awakener How to use coaching in the classroom and on an individual basis.</p>	Teacher Development
 Adrian Underhill	<p>Plenary: Using the “Inner Workbench” to enrich teaching and learning</p> <p>Workshop: Make pronunciation physical, visible, audible! A multi-experience approach</p>	Methodology and Pronunciation



PORTONOVO 2010

Timetable

<i>Wednesday 25th August</i>	<i>Tuesday 26th August</i>	<i>Friday 27th August</i>	<i>Saturday 28th August</i>
<p>Registration From 11.00</p> <p>14.30 - 15.10 Opening Ceremony</p>	<p>8.30 - 9.20 Mario Rinvolutri <u>Plenary</u></p>	<p>8.30 - 9.20 Russell Stannard <u>Plenary</u></p>	<p>9.00 - 9.50 Bonnie Tsai <u>Plenary</u></p>
<p>15.20 – 16.10 Mark Almond <u>Plenary</u></p> <p>16.20 – 17.10 Alan Maley <u>Plenary</u></p>	<p>9.30 - 12.30 <u>Workshops</u> coffee break at 11.00</p>	<p>9.30 - 12.30 <u>Workshops</u> coffee break at 11.00</p>	<p>10.00 - 10.50 Adrian Underhill <u>Plenary</u></p>
<p>Afternoon Tea 17.10 - 17.30</p>	<p>From 13.00 Lunch Break <i>Materials Exhibition</i> <i>Publishers' promotional session</i> 14.00- 14.45</p>	<p>From 13.00 Lunch Break <i>Materials Exhibition</i> <i>Publishers' promotional session</i> 14.00- 14.45</p>	<p>11.00 – 11.50 Closing ceremony</p>
<p>17.40- 18.30 Anne O'Keeffe <u>Plenary</u></p> <p>18.40 - 19.30 Luke Prodromou <u>Plenary</u></p>	<p>15.00 - 18.00 <u>Workshops</u></p>	<p>15.00 - 18.00 <u>Workshops</u></p>	<p>Raffle for Portonovo 2012</p>
<p>20.30 Sunset Concert and Welcome Dinner <u>Hotel Fortino</u> on the terrace by the sea</p>	<p>18.30 18.30-19.15 Guided walk of Ancona <i>Publishers' promotional session</i></p> <p>21.00 Dinner Concert and Folk Dances <u>Hotel Fortino</u></p>	<p>18.30 18.30-19.15 Wine Cellar Tour <i>Publishers' promotional session</i></p> <p>21.00 Farewell dinner "Live Music and Dance" with Leonardo Maculan <u>Hotel La Fonte</u></p>	<p>Certificates of attendance from 11.00</p>



Abstracts



Mark Almond
(*Teacher Development -Drama*)

Mario Rinvoluceri
(*Culture*)



Luke Prodromou
(*Young learners and teenagers*)

Russell Stannard
(*ICT*)



Anne O’Keeffe
(*Methodology- Grammar*)

Bonnie Tsai
(*Teacher Development*)



Alan Maley
(*Methodology-Literature*)

Adrian Underhill
(*Methodology and Pronunciation*)

Mark Almond (Teacher Development - Drama), sponsored by English in Action

Plenary

Just who do you think you are? Identity and Performance in the Language Classroom

In this talk, I will present my current research into the relationship between teacher identity in ELT and the use of performance skills by teachers in the classroom. Do teachers consciously construct their own separate teacher identities for the classroom or is their identity inside the classroom an extension of their everyday out-of-classroom identity? To what extent do teachers exploit certain performance skills that are usually associated with the actor’s craft in order to engender learning? These and other related questions will be offered for thought, discussion ... and just a little bit of audience participation

Workshop

Performance Skills for the Classroom

Actors have to make every performance as fresh, enthusiastic and energetic as the first time they play a particular character; actors also have to maximise the use of space and movement on stage to establish relationships with other characters and to control audience attention; actors have to use their voices and bodies creatively to convey meaning and maintain audience attention and they use both paths and humour to provoke a human reaction.

In this workshop, we will experience and explore the common ground shared by actors and teachers by engaging in exercises and activities that aim to raise awareness of and develop the above areas: it will be suggested that a teacher’s use of certain acting techniques can: reduce anxiety and tension in the classroom; help cope with the occasional need to be spontaneous; help convey enthusiasm and energy; maintain discipline; make lessons enjoyable and memorable; develop productive relationships with and be viewed positively by learners and enhance classroom dynamics ... while still keeping it natural! Participants will leave this workshop with fresh ideas for making more creative use of space, movement, body, voice and humour in their own teaching



Alan Maley (Methodology), sponsored by Oxford University Press

Plenary

Three Pathways to Teacher Growth

I shall first examine the notion of ‘growth’ itself: what it is, and why it is desirable for teachers, and what its place might be in a society obsessed by measurement. I shall then suggest that Extensive Reading, Creative Writing and the use of ‘Wisdom’ stories are three potentially powerful stimuli for teacher growth. I shall rehearse the arguments for teachers to read more copiously and more widely, both in terms of enhanced language proficiency and greater world knowledge and experience. I shall then describe how creative writing for teachers can benefit teachers’ professional and personal growth. In this section I shall draw upon feedback from an Asian Teacher-Writer group that I have been running for the past 7 years. Finally, I will attempt to show how some types of stories, both ancient and modern, can spark divergent thinking about professional and personal growth.

Workshop

Literature from the inside out: from creative writing to creative reading

I will first offer a rationale for developing the creative writing of poetry and stories both with students and with teachers, demonstrating through sample materials and anecdotal evidence just how powerful it can be. I will refer to its capacity for language development, its potential to draw on affect and ‘playfulness’, the way it can foster risk-taking and with it self-exploration, its capacity to enhance positive motivation. I shall then point up the mutual effect reading and writing have upon each other. By entering the world of representational texts as writers, students come to apprehend texts from the inside rather than merely to comprehend them from without. We shall then try out a number of simple yet effective techniques for generating both poems and stories. These will include stem poems, poems from objects, metaphor poems, syllabic poems, etc. With stories we will then look at ways to develop plot, character, setting, dialogue and point of view in stories. We will then examine together a number of literary texts to show how the insider knowledge of the student writer contributes to a more profound and mature understanding of the text as reader. I will end by reviewing some of the useful practically oriented publications and resources in this field.

Anne O’Keeffe (Methodology- Grammar), sponsored by Cambridge University Press)

Plenary

What grammar should students know at different levels? An overview of English Profile Reference Level Descriptors

The Cambridge Learner Corpus (CLC) contains over 35 million words from Cambridge exam scripts from over 135,000 exam scripts, from 130 different first languages and 190 different countries. Over 12 million words of these data have been error coded. This makes it a powerful resource not just for publishing but also for insights into learners’ error and non-error grammatical patterns and lexis. As part of the English Profile project, the CLC is being used to explore the Reference Level Descriptors for the Common European Framework of Reference for Languages (CEFR) levels (A1, A2, B1, etc). In the context of examining grammar descriptors (i.e. the grammatical structures learners at a certain level can use), the paper will explore the trickiness of the task. For example, a structure may emerge at a certain level but it may only manifest in certain limited forms, some structures may be very prevalent but may be exam-driven, other structures may be low frequency (e.g. phrasal verbs) through avoidance strategies on the part of the learner. Is it too circulate then to just look at learner exam data alone



in order to determine Reference Level Descriptors? Should data from native speaker corpora also be taken into account? A number of examples will be discussed in context.

Workshop

Workshop: Taking a close look at student grammar in Cambridge exams

This workshop will take a 'hands on' look at student grammar in Cambridge exams. It will focus on the patterns of use at different CEFR levels and explore how learners' grammatical competence develops as they move up CEFR levels. A useful insight will be how student error is actually a sign of development and part of the process of language learning. It will also look at the crucial link between grammatical competence and vocabulary development. The workshop will use data from the Cambridge Learner Corpus of exams which contains over 35 million words from exam scripts from over 135,000 exam scripts, from 130 different first languages and 190 different countries.

Luke Prodromou (Young Learners and Teenagers), sponsored by ELI

Plenary

From nineteen to ninety: novice and expert teacher

This talk reports on research -mine and that of others- into what good language teachers do, think and believe. We look at case studies, evidence from online discussions and observation of teachers at work. We reflect on the role of experience, formative influences, interaction and classroom management, as we explore the multi-faceted mystery and practical skill of becoming a better teacher.

In the final part, I recall teachers who have shaped my own practice, which will at the same time illustrate some of the points made in the earlier part of the presentation.

Workshop

From nine to nineteen - young learners and teenagers

Why are students silent or too noisy? Why do they switch off or never sit still? How can we get them to talk and write without disrupting other learners?

This workshop demonstrates a range of practical techniques for motivating and involving restless learners from 9-19! I draw on my own recent experience as a teacher of young learners and adolescents in order to explore solutions on a variety of levels.

In all classes, and with all ages, there is a tendency to 'switch off' or lose interest. Building on a Vygotskyan socio-cultural approach to learning, I propose practical, positive techniques for encouraging positive attitudes in young learner and teenage classes.

We build these techniques on the following pedagogic principles:

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..

Drawing on these principles, we encourage a view that sees *opportunities* rather than *obstacles* in mixed level classes. We make use of 'recycling' student texts and the integration of fragments of students' work to build a satisfying whole. Participants will take away a whole range of practical techniques that build on the concepts of the ZPD and *scaffolding*, in which members of the class with varying levels of competence support each other.



Mario Rinvoluceri (Culture), sponsored by Helbling Languages

Plenary

How to deal with yourself in facing cultural challenges

Some people think of the encounter with a foreign culture in terms of information and conscious ideas. The problem is that such folk tend to underestimate the huge emotional underbelly of everything to do with meeting the foreign, the alien culture.

In this talk I will introduce you to a couple of thinking frames, or mental filters, that enable you to deal clear-headedly with the powerful emotions stirred by cultural encounter. These thinking methodologies are worth sharing with your students before they go on study visits abroad and to prepare them for later Erasmus visits.

They are also relevant to the foreigners you have in your classes right now who may sometimes find it quite hard to make any sense of Italian ways of feeling and doing. The two mental filters I will present are from the work of Richard Shweder and Gregory Bateson.

Workshop

Towards cultural competence

The workshop, like Gaul, will fall into three parts:

- Exercises that focus on the cultural features of the English speaking countries. We will draw on sources like **Watching the English** by Kate Fox.
- Exercises that focus on the cultural aspects of words, phrases and metaphors
- Activities that heighten general cultural awareness.

No bla-bla, intellectualisation out from personal experience, intense, classroom focused practicality, the normal sort of work you would expect from a Pilgrims trainer.

Russel Stannard (ICT), sponsored by Techsmith

Plenary

Solve real problems and keep it simple

Technology should be simple and should attempt to confront the key issues in language teaching today. In this talk Russell Stannard is going to show us some of the most interesting, simple and effective sites on the Internet for language teachers. These are based on 10 years of feedback from teachers all over the world. Russell will show you that many of the best and most effective technologies are often the simplest. Teachers will be able to walk away from the talk with a set of great tools and some great ideas on how to use them.

Workshop

Workshop: Could this revolutionise the way we give feedback?

In 2006 Russell began to use screen capture software to offer feedback to students. This revolutionary idea is so simple and yet so effective. An example can be seen here <http://www.teachertrainingvideos.com/luFeedback/index.html>

The idea has led to UK national press articles in the Guardian, Independent and Times Higher. In October 2009 the idea was included in a UK government report and was even covered on TV in France. The idea has spread to the USA, Japan, Spain, Germany and Italy as Russell has toured the world demonstrating the idea at conferences and talks.

The workshop will first demonstrate just how simple and easy it is to use the technology and then go onto to demonstrate the many different ways that Russell has been providing “video” feedback to students on language courses. The final stage will look at some of the research and



impact that Russell's ideas have had and the current work he is doing.

This idea could revolutionise the way you provide feedback to your students and open up a whole new set of possibilities. What's more important, it's simple to do and requires very few technical skills.

Bonnie Tsai (Teacher Development), sponsored by Pilgrims

Plenary

The Hero's Journey. The path one leads to change and the role of the coach on this journey.

I will use the metaphor of The Hero's Journey to take participants through the coaching process. It is about seeing desired changes in life as a journey. It happens when we want to change something, we want something to be different, we want to obtain something that we don't have, but we believe will make our lives richer and better. But change is not easy. It involves a movement into the unknown. It involves the unexpected. It requires great courage. We leave the comfort of the familiar. Even if things are not as we wish, we feel safe. We feel that tomorrow will not bring any challenges we may be unable to meet.

At this point we can decide whether or not we want to accept the call for change in our lives or in our patterns. We decide whether or not to take on the commitment. We either avoid it or face it.

When we reach this point, we have to see what is holding us back. We have to deal with the time of transition when everything is uncertain and fluid. This is a time of uncertainty. We will have to tolerate ambiguity for a while.

Once we enter this new territory we will need to see who our protectors and helpers are. At this point we might find a person called a coach. This person will accompany us on our hero's journey. They will be there to support as we bring about change, but essentially the responsibility and action to take will be ours.

Workshop

From Coach to Awakener. How to use coaching in the classroom and on an individual basis.

This workshop will give teachers the capacity to reflect and begin to acquire coaching skills that will completely change the way they manage their classes and work with their students on a deeper and more meaningful level.

Four key areas will be covered in an experiential and interactive way.

A. For educators, coaching evolves around four core skills that are useful for teachers who strive for greater success in the classroom.

These are:

- Making desired changes
- Understanding emotional attitudes in oneself and in others and how these affect accomplishing a task.
- Seeing a situation from the point of view of others or realizing how our actions and words affect others.
- Understanding your values and the values of others.

B. Language is another element that is vital to the coach. How will the coach communicate with students so that an outcome can be successfully reached?

This involves using skills coming from "clean language" and "The Milton Meta Model"



- C. Coaches have another important responsibility in giving feedback to students on their performance. The aim here is to aid the student to gain insight as to what is not working effectively and what can be done or tried to improve. Again this is a skill coaches will need to acquire to become coaches or to improve existing coaching skills.
- D. Learning to Learn is in many ways the cornerstone of a coaching programme. While we all believe that learning should be learner-centred and task-based, the truth is that many students simply do not know how to learn. E. Coaches spend a great deal of their time and energy to help students or clients find out what they really want. Techniques and activities are available to make this search both meaningful and workable.

Adrian Underhill (Methodology and Pronunciation), sponsored by Macmillan ELT d Lend

Plenary

Using the "Inner Workbench" to enrich teaching and learning

Although learning may be experienced as an inner activity, much of what happens in classrooms focuses on external, observable activities. I will demonstrate a variety of simple and engaging techniques that enable teachers to keep in touch with the subtle inner moves of their students' learning, by exploiting the "mind's eye", the "mind's ear", the "mind's mouth", and the "mind's muscles". These techniques are both simple and fascinating, and develop students' insight into their personal learning styles leading to self-direction and reflection. They can easily be incorporated into any part of any lesson, and matched to your own teaching style.

Workshop

Make pronunciation physical, visible, audible! A multi-experience approach

Experience a method that immediately enables learners to:

1. Locate and feel the muscles that make the pronunciation difference,
2. See and exploit this physicality.

And that enables teachers to:

1. Be liberated from having to be 'right'.
2. Integrate sounds, words and connected speech into all language work.

Using the well-known Sound Foundations chart this approach reduces time taken on habit formation and repetition and frees the body to work with the ear. You will practice these new techniques you experience so you can use them with your own classes. A three-year practical phonology course in one day, and its fun, usable and unforgettable. See if you agree.



Biodata

Mark Almond is a Senior Lecturer in the Department of English and Language Studies at Christ Church University, Canterbury, UK where he directs their full- and part-time CELTA courses and teaches on various Under-graduate and Post-graduate Diploma and MA TESOL programmes. He also runs a weeklong course on drama in ELT for Pilgrims, Canterbury. His main areas of interest are in teacher identity, the use of drama in the language classroom and performance skills for effective and affective teaching. His book, '*Teaching English with Drama*', was published in November 2005 by Keyways Publishing

Alan Maley has been involved with ELT for 45 years. From 1962-88 he worked for the British Council in Yugoslavia, Ghana, Italy, France, China and India. After resigning from the Council in 1988, he worked as Director-General of the Bell Educational Trust in Cambridge, until 1993. From 1993-98, he was Senior Fellow at the National University of Singapore. In 1999 he moved to Bangkok to set up a new MA programme at Assumption University, where he stayed till 2003. Currently, he is a freelance writer and consultant, and Visiting Professor at Leeds Metropolitan University. He has published over 30 books, including *Literature, Teaching Advanced Learners* (both with OUP), *Drama Techniques* (CUP) and *The Language Teacher's Voice* (Macmillan). He has written numerous journal articles, and is a regular reviewer for the ELTJ. He is currently writing a regular column for English Teaching Professional, entitled '*Over the Wall*.' His interests include creative approaches to teaching language, extensive reading, creative writing, literature and materials development.

Anne O'Keeffe is senior lecturer in English Language Teaching at Mary Immaculate College, University of Limerick, Ireland. She has eighteen years' experience as a teacher of English and teacher trainer. She is currently writing grammar materials for Cambridge University Press. In addition to writing ELT materials, she is author of numerous journal articles and book chapters and she has written three books, including *From Corpus to Classroom* with Ronald Carter and Michael McCarthy, (Cambridge University Press). She has just undertaken an exciting research project as part of English Profile. This project involves finding a corpus-based list of Reference Level Descriptors for the CEFL levels based on learner data.

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)

Mario Rinvoluceri

My two Piedmontese grandparents, my Aachen Grandmother and my Liverpool Irish Grandfather left me with no choice but a deep interest in cross cultural confluence and conflict. My Piedmontese father dipped his bread in his *caffè latte*. I did the same.

My German-English mother said: " I never want to see you do that again!" " But Dad does!" " He may, but you will not" e così via nella mia famiglia d'origine.....

My recent books are:

with Herbert Puchta and Jane Arnold: *IMAGINE THAT!*, Helbling Languages/ CUP

with Herbert Puchta *MULTIPLE INTELLIGENCES IN LANGUAGE TEACHING* Helbling/CUP

with Christine Frank *CREATIVE WRITING*, Helbling Languages

with Gill Johnson *CULTURE IN OUR CLASSROOMS*, Delta Publishing



Russell Stannard

Russell Stannard is a Principal Lecturer at the University of Westminster where he teaches on the MA in TESOL and MSc in Multimedia. He runs www.teachertrainingvideos.com, a training website for English teachers who want to incorporate technology into their teaching. In 2008 he won the Times Higher “Outstanding Initiative in ICT award” and is currently short listed for the British Council ELTons 2010, both in recognition of the website. His groundbreaking idea of using screen capture technology for feedback to students has given him both national press and TV coverage and was included in a recent UK government report. He writes the “Webwatcher” articles in the ET Professional and produces CD/Website content for several of the major ELT publishers

Bonnie Tsai is a freelance teacher and trainer. Her work takes her around the world running teacher-training courses. She lives in New York and Geneva. She has trained in such humanistic approaches as Suggestopedia with Dr. G.Lozanov, Psychodramaturgie Linguistic and is a Master Practitioner in N.L.P. She trained in coaching skills with Robert Dilts. A high point in her professional development was training with Drs. Howard Gardiner and David Perkins at The Harvard Graduate School of Education. This had led to working extensively with teachers who are charmed and enchanted by the world of the Multiple Intelligence and the potential it brings for positive change in the classroom. Bonnie works extensively with students of all ages and background. She has done literacy work in New York. She also works with children who have learning difficulties arising from lack of motivation and low self-esteem. She regularly runs Teacher Training courses at Pilgrims in Canterbury England. She is on the DGSL and IAL list of approved level 3 trainers and is CELTA and CETLYL trainer and assessor. She can be reached through her web site at www.bonnie-tsai.net or her e-mail tsaibonnie@hotmail.com

Adrian Underhill

I am a freelance ELT consultant and trainer working with educators in various countries on professional learning and leadership programmes that connect individual and organizational learning. My background is in ELT 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 IATEFL (International Association for Teachers of English as a Foreign Language) and founder of the IATEFL Teacher Development Group. My current interests and explorations include improvisation and spontaneity in teaching and learning.



PORTONOVO 2010

Social Programme

Wednesday 25th August

20.30
Sunset Concert
and Welcome Dinner
Hotel Fortino
Terrace by the Sea

Thursday 26th August

18.30
Guided walk of Ancona
and shopping time
Bus from the Piazzetta
di Portonovo

21.00
Dinner Concert
and Folk Dances
Hotel Fortino
Napoleonico

Friday 27th 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 25th 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 28th 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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60020 Portonovo ANCONA

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