

**Inglese Dinamico**  
**invites you to attend**  
**The Master Teachers' Workshop:**  
**“Bridges to Authentic English Communication”**



**Focus upon:**

**Bilingualism/multiculturalism**

**Vocabulary development/Grammar in context**

**Assessment and identification of language differences**

**Creative teaching strategies and critical thinking skills**

**Challenged Learners**

**Dyslexia**

**CLIL**

**In collaboration with international master teacher trainers and  
Master teachers from Martha's Vineyard, Massachusetts U.S.A.**

**Language Point – Milan**

**July 12-16, 2010, Venice Italy**

## The Master Teachers' Workshop: "Bridges to Authentic English Communication"

**Date:** July 12<sup>th</sup>- 16<sup>th</sup>, 2010 – Venice, Italy

### Teacher Trainers:

**Nancy Rose Steinbock, B.A. English, M.A.** Speech Pathology, CCC-SLP, Director, *Inglese Dinamico*, Venice, Italy  
**Barbara Weintraub Reynolds, B.A., M. Ed.**, Reading Specialist/ESL Specialist, Martha's Vineyard School District  
**Deborah Hart, B.A. M.S.W.**, ELL Director, Martha's Vineyard Public Schools  
**Diane Smadbeck, B.A., M.A. (Special Education)**, Learning Disabilities Specialist, Martha's Vineyard School District  
**Lynn Ditchfield, Ed.M., M.A.**; Director, Adult and Community Education of Martha's Vineyard (A.C.E. MV), Chairperson (Ret.), World Language Department, MV Regional High School  
**Salman Amjad, M.A., TEFL/TESL**, ESL/Literacy Specialist, Saudi Arabia Aramco Schools, Udhailiyah Campus  
**Brandie Lynn Silva**, Social Science, Post-grad Journalism, Tefl, Language Point Milan

**Key Words:** Bilingualism/multiculturalism, vocabulary development, grammar-in-context, assessment and identification of language differences, creative teaching strategies, critical thinking skills, challenged learners, dyslexia, natural CLIL

**Who is invited:** Teachers of English, administrators and other educational professionals and consultants and therapists. Translation services will be available for those who do not speak English.

**Purpose:** Teaching has become increasingly demanding for the general classroom teacher. Classes are characterized by students with heterogeneous backgrounds and varying learning styles and needs. CLIL teaching is in demand throughout Europe. This series of workshops designed for primary and secondary school teachers, will provide intensive training in academic theory and active learning strategies that participants can immediately apply in their own classrooms within the curriculum objectives defined by their state or local school districts. The result will be an understanding of and access to authentic English language communication in oral and written language domains, improved speaking/reading and writing fluency and development of learning pathways that both teachers and students can use to improve their effective transmission of ideas in English for social/ academic purposes and continued independent language acquisition. The concept of 'natural' CLIL, i.e., developing the teaching concepts and activities necessary for a successful CLIL classroom, are implicit in each presenter's approach. The 'bridge' content areas include: creative classroom teaching methodology, understanding the oral/literate language continuum, teaching strategies for second-language learners and teaching strategies for students with learning differences and disabilities. The areas of differences between social and school language, phonological development/awareness, the development of oral and written text, grammar in context and the importance of vocabulary growth and how to achieve it will be explored in all presentations. Materials and academic/interactive activities which motivate teachers and their students while achieving curriculum goals will be utilized.

The primary and secondary schools located on the Vineyard have been successfully integrating foreign language students into the mainstream curriculum with effective teaching methodology that combines cutting-edge research findings with meaningful classroom interaction that focuses on active learning strategies and motivating materials that result in authentic English communication in both oral and literate language areas. Additional professionals will provide important expertise and personal experiences from their classrooms and other language intervention projects. **Key words:** *bilingualism, best teaching practices, cooperative learning, CLIL, critical thinking, grammar /vocabulary in context, text comprehension/production, phonological/morphological awareness, oral/literate continuum, dyslexia.*

**Format:** Participants will learn and work in small groups that maximize each person's opportunity to interact directly with the trainers, each other and with materials to absorb new concepts and share ideas across workshop subjects. Powerpoint presentations, large and small group activities and discussion will characterize each day's focus workshop. During the week, guidance will be given to developing and completing a classroom activity to be presented on Friday afternoon. Access to source materials from classrooms and the school library will be available to incorporate into individual's projects. A roundtable discussion Friday morning will precede the afternoon presentations. Daily journals will be kept of events and experiences and utilized as a workshop activity to bridge the gap between learning about a language and learning in a language. 4 focus groups will be available two afternoons; participants have a choice of two in addition to the full-day workshops.

**Outcome:** Throughout the five-day institute, participants will be interacting directly with teacher trainers to develop foundation knowledge/skills and to augment existing teacher foundation knowledge/skills in all content areas. Teachers will work in small cooperative groups directly with trainers to produce and present classroom activities with defined goals and materials that demonstrate an understanding of effective teaching methodology and awareness of how to identify and support learning styles/differences in classrooms. Teachers will be able to design and implement a teaching plan that will then be compiled and shared with all participants. In addition to the defined content areas, teachers will carry back to their schools materials and lesson plans to implement in their own classrooms and to share with colleagues.

**Cost:** 1600,00 euro, full package. Includes room/breakfast, all teacher-training workshops and materials, gala dinner plus additional special activities. 850,00 euro for those participants not requiring B&B. **Early Bird Special!: Enroll and pay by March 1st and save 200,00 euro for full package or 100 euro for workshops only!** Grundtvig /Comenius support pending.

### The Program

Monday, July 12th:	8.30 – 9.00	Welcome and Opening Remarks, Nancy Rose Steinbock
	9.00 – 12.30	“Creative Teaching Strategies for Primary and Secondary Students”, (a.m. session), Lynn Ditchfield
	12.30–2.00	Lunch (on your own)
	2.00–4.00	“Creative Teaching Strategies” (p.m. session), Lynn Ditchfield
Tuesday, July 13th:	8.30 – 12.30	“Speaking, Reading and Writing: the oral/literate connection”
Focus Group I:	2.00 – 5.00	Classroom Management and Creating a Learning Environment – Diane Smadbeck
Focus Group II:	2.00 – 5.00	Models for Developing ELL and Bilingual Programs – Deborah Hart
Wednesday, July 14th:	8.30 – 12.30	“Best Practices for English Language Learners: Theory and and Instructional Strategies”, Barbara Weintraub Reynolds (a.m. session)
	12.30–2.00	Lunch (on your own)
	2.00–4.00	“Best Practices for English Language Learners” (p.m. session)
Thursday, July 15th:	8.30–12.30	“Prescriptive Teaching for Learning Disabled Students: Understanding Language Differences and Language Disabilities”—Diane Smadbeck
Focus Group III:	2.00 – 5.00	“Differentiated Instruction in the Classroom: Assisting the ELL Learner in CLIL Classrooms” Salman Amjad
Focus Group IV:		“Continuing English Language Acquisition in the Mature Learner” – Brandie Lynn Silva
Friday, July 16th:	8.30 – 12.30	Round Table Discussion: Moderator, Deborah Hart
	12.30 – 2.00	Lunch (on your own)
	2.00 – 5.00	Lesson Plan Presentations (15 minutes per participant)

There will be a coffee break from 10.45 – 11.00 each morning

Gala Dinner Thursday Evening – 8.00 p.m.

## Course Abstracts and Biodata

### **Welcome and Introduction to the Week's Program: Nancy Rose Steinbock, Director – *Inglese Dinamico***

**Day 1: Creative Teaching Strategies for English Language Teachers: Finding voice in another language – Presented by Lynn Ditchfield:** Students will examine current methodologies, and creative approaches related to language acquisition. Animate your classes with hands-on activities and inquiry-based unit planning aligning Backward Design (Understanding by Design – UbD – a framework for enhancing student achievement) with Standards for Foreign Language Education. Create lesson plans utilizing role-play activities, dialogue creation and storytelling, visual arts to inspire speaking and writing, vocabulary builders and grammar through music and improvisational theater games, digital storytelling, theater, film and media creation. Engage all students with creative, meaningful and differentiated activities that motivate and personalize the learning experience. Participants will do exercises and discuss how to integrate them to encourage proficiency, participation, critical thinking, literacy, language and writing skills, and a deeper connection to the local and global community. The workshop will be practical for teachers interested in integrating the arts in education through drama, poetry, literature, music, and original student created work. Participants will design lesson plans using the UbD protocol, and receive a description of exercises, and a bibliography of suggested books and web resources. Please come comfortably dressed and prepared to try all the activities.

**Day 2: Speaking, Reading and Writing: The oral/literate continuum – Presented by Nancy Rose Steinbock:** This workshop is intended to provoke thinking about and assessment of each teacher's approach to English language teaching within the framework of their teaching curriculum, i.e., 'foreign' language or bilingual. In guided discussion, teachers will be asked to consider the uses of both English and their mother tongue language in their classrooms. The following points will be reviewed for self-assessment/discussion purposes: 1) The teaching sequence to develop oral language skills. 2) Why phonological/ morphological training and reading/writing skills training in English are important to improve speech production and literacy acquisition (e.g, oral/literate language) in regular and dyslexic students. 3) How language deficits in dyslexic students reduce their easy acquisition of reading/writing skills. 4) How acquisition of the structures inherent in reading and writing in English text and increasingly sophisticated vocabulary through content learning gives **all** students insight and control as to how to communicate effectively in English. 5) How a scaffolded, progressive teaching program with skills-oriented materials engages ALL students in how to navigate English for different purposes will be demonstrated with the *English Ownership* sequence.

**Day 3 : Best Practices and Learning Strategies for English Language Learners – Presented by Barbara Weintraub Reynolds:** How can teachers create an effective English Language Program for their students? This workshop will focus on understanding the theories of Second Language Acquisition while learning about best practices for instruction for language and literacy development. Topics included in this session are: building background knowledge, scaffolding instruction, making content comprehensible, vocabulary learning strategies, practicing word study, using oral language, and developing reading and writing skills. By the end of the workshop, participants will create practical, engaging, and interactive lessons that can be used in your classroom. Each participant will have an opportunity to share their lesson.

**Day 4: Prescriptive Teaching for Learning Disabled Students: Understanding language differences and language disabilities – Presented by Diane Smadbeck:** Fostering the language and academic learning of English Language Learners is challenging and rewarding work. This workshop focuses on observing and investigating students' language skills, learning styles and cultural factors that can support or impede second language acquisition. A Child Study collaborative model will be described that stresses the need for a diverse school team, reflective questioning, intervention plans, and on-going assessments. Discussion, checklists, and current research will be used to help participants work to distinguish between language differences and language disorders. The pre-referral process, assessment procedures, and test results analysis will be presented for identifying second language learners with learning disabilities. Research-based strategies and programs that can accelerate achievement and ensure success of English Language Learners with learning needs will be demonstrated. Participants will work to develop on-going informal assessments and observational tools for English Language Learners, tried interventions, and progress monitoring, using results to drive new instruction and learning. Informative and practical, this presentation will help to more effectively teach and support English Language Learners of varied abilities and styles.

**Day 5: Round Table Discussion, Project Presentations and Wrap-Up moderated by Deborah Hart with Salman Amjad, Lynn Ditchfield, Barbara Weintraub Reynolds, Diane Smedback and Nancy Rose Steinbock**

Summarize and focus:

What was learned? (Teachers and Presenters)

How will it be useful?

What's next?

## Focus Group Sessions

Four focus groups will be offered Tuesday afternoon and Thursday afternoon. They will be presented by Salman Amjad, Diane Smadbeck, Deborah Hart and Brandie Lynn Silva. The following choices are available (please choose 2 of the 4):

**Tuesday afternoon (2.00-5.00 p.m.):**

**Focus Group I: Classroom Management And Creating A Learning Environment** – Diane Smadbeck

We will work together to answer the following questions.

1. Can a set of classroom rules and hopes for learning help build a learning community?
2. What changes to the classroom environment ready students for learning?
3. Can a variety of instructional approaches engage a greater number of students?
4. What motivators encourage production and attention?
5. How can a student's negative behaviors be modified in the classroom?
6. Can clear curriculum expectations and consequences ensure learning?
7. Does student choice of activities and products help students commit to learning?

**Focus Group II: Models for Developing ELL and Bilingual Programs** – Deborah Hart

The concept of "global English" underlines the importance of developing effective English language programs in schools. For students to succeed in being competent language users and for facilitating CLIL, it is essential to understand how successful programs can be designed and implemented in schools. This workshop will describe the work of two prominent experts, Stephen Krashen and James Cummins and their research that has resulted in ESL/ELL program models. Program models that are currently in use in the U.S.A. will be described and discussed including Bilingual Education (BL), Sheltered Instruction (SIOP) and English as a Second Language (ESL). Issues of teacher preparation and certification will be included. This workshop is of special interest to teachers and school administrators who may not be English speakers. Translation services will be provided.

**Thursday afternoon (2.00-5.00 p.m.)**

**Focus Group III: Differentiated Instruction in the Classroom: Assisting the ELL Learner in CLIL Classrooms** – Salman Amjad

This session discusses nature of Differentiated Instruction. (DI), as well as how it can be a useful resource for assisting ELL students. The specific topics include:

1. What is Differentiated Instruction?
2. Rationale for Differentiation
3. Types of Differentiation (content, product, process, affect, learning environment)
4. Differentiation for English Language Learners
5. Assessment Modifications
6. Adapting Materials and Modifying Teacher Speech
7. Challenges within the Content (within Math, Science, Social Studies, Language Arts)
8. Some Assumptions among Educators regarding DI.

**Focus Group IV: Continuing English Language Acquisition in the Mature Learner** – Brandie Lynn Silva

This session explores the challenges of the mature learner and teaching strategies in facing learners with finely-tuned coping skills that trainers must be aware of to render their teaching effective. Material presented is a compilation of Language Point's didactic technique and projects spanning almost 10 years' experience. Participants will take away dyslexia-friendly programme models, communication techniques and support in how to recognise and manage mature learners with difficulties.



**Nancy Rose Steinbock** is the creator and director of *Inglese Dinamico*, Venice, Italy. She is an American-trained speech/language pathologist who worked for many years as a therapist in language acquisition and disabilities in toddlers and school-aged children. Her interest in dyslexia and its causes led her into the area of phonology/morphology and its importance as a culprit in language disabilities and reading failure. She conducts experimental laboratories for primary/secondary students and adults, developing improved English language teaching techniques and bilingual education curriculum. She regularly writes articles and presents internationally on oral and literate language development and academic difficulties. Contact: [info@inglesedinamico.com](mailto:info@inglesedinamico.com)



**Lynn Ditchfield**, has been an educator for many years in a variety of settings from urban to rural schools, pre-school to university. She is currently the Executive Director of ACE MV, the Adult and Community Education Program of Martha's Vineyard. Her first Masters in Adult and Community Education was based on the work of the Brazilian educator Paulo Freire. Her second Ed.M. from the Harvard Graduate School of Education focused in the Arts In Education Program. She received the 2006 American Association of Teachers of Spanish and Portuguese (AATSP) Outstanding Teacher of the Year Award, and has appeared in three editions of *Who's Who Among America's Teachers* 2003-2006. For 24 years, she taught Spanish and for four years chaired the World Language Department at MVRHS. She also teaches adults English through Theater, facilitates teacher-training workshops, and teaches graduate courses. Contact: [ditchfield@mvyps.org](mailto:ditchfield@mvyps.org)



**Barbara Weintraub Reynolds** has been teaching on Martha's Vineyard since 1976. She has taught grades 2, 3, 4, and 5 and has worked as a Reading Specialist in grades 5-8. Presently, she is the English Language Learner Specialist at the Edgartown School. Her education includes a Bachelor of Arts degree from the University of Maryland Baltimore County and a Masters of Education in Curriculum and Instruction from Lesley University. Barbara serves on many committees in her school and is a teacher leader. She enjoys working with children and teachers. Barbara teaches a variety of Professional Development classes for teachers about Second Language Acquisition, Sheltering English Content (SEI), and Assessing the Oral Development of English Language Learners. She co-wrote a guide for teachers entitled *The First Days: Newcomers in Your Classroom*. Barbara may be contacted at [breynolds@mvyps.org](mailto:breynolds@mvyps.org).



**Diane Smadbeck** has been working for 16 years as a special educator for grades K-3 at the Edgartown Elementary School on Martha's Vineyard. She previously taught in Pennsylvania where she had received her Bachelors and Masters degrees from Indiana University of Pennsylvania. Her Bachelors degree focused on various areas of special education and her Masters degree was concentrated on academic disabilities such as dyslexia. An area of great interest is that of observing and collaborating with colleagues to determine and address language differences vs. language and academic disabilities. She also plans for and delivers instruction to English Language Learners who have been identified with learning disabilities. Diane is a member of her school's Child Study Team, consults with staff to support students and is a Mentor Teacher. She is also a member of the Head Start Policy Board and belongs to a variety of professional learning communities and committees. Contact: [dsmadbeck@mvyps.org](mailto:dsmadbeck@mvyps.org)



**Deborah Hart**, Director of English Language Learning of the Martha's Vineyard Public Schools has thirty-five years of counseling, teaching, training, and administrative experience, working with children and adults in multicultural and diverse settings. Her experience includes teaching grades K-8 and adults, developing curriculum, and training teachers and administrators. She has been a teacher of English language learners and is an advocate for ELL students and families. As the ELL Director, she administers the English Language Learner Program throughout 6 schools, serving students in grades K to 12. Her role is ensuring adherence to state and federal regulations through professional development, ongoing meetings with school administrators and ESL coordinators, as well as consulting with teachers to meet the needs of their students. She coordinates the planning, organization, and evaluation of program effectiveness, including student data collection and facilitation of communication between immigrant populations and the school community. Contact: [dhart@mvyps.org](mailto:dhart@mvyps.org)



**Salman Amjad** is currently the ESL/Literacy Specialist at Saudi Aramco Schools, Udhailiyah campus. Of Pakistani origin, he is from Canada, and has taught in Japan, Russia and Canada and travelled extensively. He speaks 6 languages. He has a Masters degree in TEFL/TESL from Birmingham University in UK, and has presented at numerous International conferences in over 15 countries on topics ranging from Linguistics, Pedagogy, Differentiated Instruction, Cooperative Learning, Multiple Intelligences, Inclusive Education, and Literacy development in both L1 and L2. This is his 13<sup>th</sup> year teaching, and he has taught Elementary classroom, French, Spanish, Humanities, ESL, and Middle School Math. Contact: [salman.amjad@aramco.com](mailto:salman.amjad@aramco.com)



**Brandie Lynn Silva**, Manager, Public Relations and International Affairs, Language Point Milan graduated from the University of Western Ontario and Centennial College, and worked as a Journalist in her native Canada. Following this, she began working as an EFL instructor. After 8 years in Italy, she has specialized in English for special purposes with a concentration in the area of dyslexia. She is certified for Level 2 Screening and Awareness by the British Dyslexia Society and has been working with **Language Point** as a Curriculum Developer and Project Leader. Language Point Milan services clients of all languages, ages and sectors and concentrates on multi-lateral projects and teacher training as well as being advocates of Inclusive Education and Cross-Cultural programming. Brandie has a strong base of professional experience having trained both children and adults and is currently working with Language Point's network, **canSpeak International**, developing and facilitating research, planning and teacher training. [brandie.silva@languagepoint.eu](mailto:brandie.silva@languagepoint.eu)

**Course Partners:**

**Annalera Guazzieri, Ph.D., Principal, Istituto Comprensivo, "A. Gramsci", Campalto, Italy**

**Inés Delgado-Echagüe Sell, CLILphonics, Madrid, Spain**

## Registration Form

### Registration Procedure:

1. Please complete the form below and return via regular post to: Nancy Rose Steinbock, Director, *Inglese Dinamico* at the address noted below or via email or fax to [info@inglesedinamico.com](mailto:info@inglesedinamico.com) with a deposit of 500,00 euro by March 15th, 2010 (bank details below). The deposit is non-refundable. **Early Bird Specials must be paid in full at the time of registration in order to receive the discount.**
2. Please remit the balance of (1100,00 euro for Full Package or 350,00 euro by April 15th, 2010. A refund of 50% will be available until May 1<sup>st</sup>, 2010. After May 1<sup>st</sup> 2010 there will be no refunds available. For participants enrolling after May 1<sup>st</sup>, 2010, all fees must be paid in full.
3. Please note that in order to maintain the highest quality of interaction between participants and workshop facilitators, the **maximum number of participants is 60. Therefore, early registration is strongly suggested.**
4. If you have any questions, please feel free to contact Nancy Rose Steinbock at [info@inglesedinamico.com](mailto:info@inglesedinamico.com) or (Tel/Fax) 39.041.522.6567.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone (include country code) : Home: \_\_\_\_\_ Work: \_\_\_\_\_

Cell: \_\_\_\_\_

Email address (please write clearly): \_\_\_\_\_

Are you a : Teacher?  Administrator ?

Area of specialization: English  Special Education  Other  (Please Specify) \_\_\_\_\_

Primary  Secondary

Number of years in your field: \_\_\_\_\_

Special areas of interest: \_\_\_\_\_

In case of emergency please contact:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Address: *Inglese Dinamico, Viale XXIV Maggio #12, Sant' Elena 30132 (VE), Venezia, Italia*

Bank Transfer Information: Banca Popolare di Verona (Venezia Castello) : IT55 G 05188 12017 000000001217

Signature \_\_\_\_\_

Date: \_\_\_\_\_