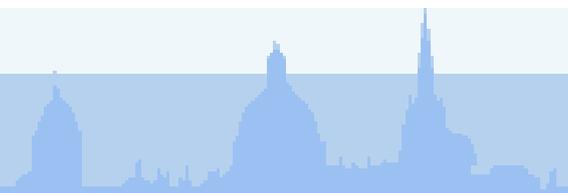


**OUP CONFERENCE PROGRAMME  
Ljubljana, 7th December 2018**

<b>PROGRAMME</b>			
<b>8.00 – 9.00</b>	<b>Registration</b>		<b>Hall</b>
<b>9.00 – 9.15</b>	<b>Welcome speeches</b>		<b>Conference Room</b>
<b>9.15 – 10.30</b>	<b>Some principles of classroom practice – linking theory and practice</b>	<b>Annamaria Pinter</b>	<b>Conference Room</b>
<b>10.30 – 11.15</b>	<b>Coffee break</b>		<b>Hall</b>
<b>11.15 – 12.30</b>	<b>Oh Do Keep Up!</b>	<b>Paul A Davies</b>	<b>Conference Room</b>
<b>12.30 – 13.45</b>	<b>Lunch break</b>		<b>Hall</b>
<b>13.45 – 15.00</b>	<b>How meditation can make us better teachers</b>	<b>Ushapa Fortescue</b>	<b>Conference Room</b>
<b>15.00 – 15.30</b>	<b>Anniversary cake</b>		<b>Hall</b>
<b>15.30 – 15.45</b>	<b>Conference close</b>		<b>Conference Room</b>



## Abstracts and Speakers

### ***Some principles of classroom practice – linking theory and practice***

This talk will cover some important principles of Young Learners foreign language classroom practice. It is based on the most important insights the speaker has gained in the last 25 years studying children as language learners. She will focus on those tried and tested principles that seem most powerful when it comes to motivating children and accelerating their language learning. Her lessons have been learnt from making links between theoretical ideas, experience, research and practice. One important principle to discuss is the relevance of task based learning for children in a foreign language, in particular with a focus on the role of procedural repetition in dynamic tasks and the way tablet devices open up opportunities for meaningful practice, reflection and learning in a fun way.

#### **Annamaria Pinter**



Dr Annamaria Pinter is an Associate Professor at the Centre for Applied Linguistics, University of Warwick, UK. She lectures at Masters and Doctoral levels and supervises theses in the area of teaching languages to children. She has published widely in the area of teaching English to young learners. She is the author of *Teaching Young Language Learners Oxford Handbooks for Language Teachers*, Oxford University Press (2017, second edition) and *Children Learning Second Languages*, Palgrave Macmillan (2011). She is also an editor of an e-book series entitled *Teaching English to Young Learners*.

### ***Oh Do Keep Up!***

We will discuss how to improve our students' listening skills and how to develop a positive attitude to listening. In particular, we will look at ways of helping students to decode, make predictions and draw inferences. We will also discuss why it is sometimes necessary to tolerate vagueness and incompleteness of understanding. The talk will include some examples from *Oxford Solutions (3rd edition)*.

#### **Paul A Davies**



Paul A Davies was born in London and educated at Trinity College Oxford. Having graduated in English and Modern Languages, he began his teaching career in Spain. On returning to the UK, he found a job at Oxford University Press, first as a lexicographer on bilingual dictionaries and then as an ELT editor. After five years' publishing experience, he decided to begin a freelance career writing English-teaching material. Since 1998 he has written primary and secondary courses for most major English-teaching markets, as well as videos, plays, stories and multimedia material. His most recent publication is *Solutions (3rd edition)*, co-authored with Tim Falla.

### ***How meditation can make us better teachers***

With ever increasing demands on teachers, both accountability of academic improvements and social and emotional demands, teachers are reporting higher levels of stress and burn out. While teachers make every effort to be as prepared as possible for lessons, they often forget to check if they are prepared themselves mentally for teaching. How can teachers promote calm, relaxed, engaging learning environments when they are feeling stressed and overwhelmed? They sacrifice their own well-being in the pursuit of this outcome. Through simple techniques that can be applied during your normal day, meditation practice can bring many benefits in and out of the classroom. In this session teachers can gain an understanding of what meditation is and how it could benefit them.

#### **Ushapa Fortescue**



Ushapa Fortescue is a Graduate of Manchester Metropolitan University, has a CELTA, a Teacher Training certificate for the Post 16 sector and is a certified trainer for the Oxford Teacher's Academy courses. With 15 years of varied teaching experience both in the UK and abroad she has also provided teacher training in numerous countries around the world. As well as being a teacher, for the last 15 years she has been a meditator and has spent time living and working in meditation centres around the world.