

教育部 函

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速別：普通件

密等及解密條件或保密期限：

附件：研討會議程、講座主題摘要及講者簡介(ATTCH1 A095G0000Q0000000_0132626A00_ATTCH1.pdf、ATTCH2 A095G0000Q0000000_0132626A00_ATTCH2.pdf、ATTCH3 A095G0000Q0000000_0132626A00_ATTCH3.pdf)

主旨：檢送英國文化協會辦理「台灣雙語國家政策研討會系列4：高國中小英語教師及全英語授課教師專業發展」線上研討會相關資訊1份，請轉知所屬教師踴躍報名參與，請查照。

說明：

- 一、依據英國文化協會110年9月24日第BCTPE11009002號函辦理。
- 二、旨揭研討會重要資訊如下：
 - (一)活動日期：訂於110年11月2日（星期二）下午3時辦理。
 - (二)辦理方式：採線上同步會議進行，並提供中、英逐步翻譯。
 - (三)報名方式：採線上報名，請於110年10月25日（星期一）前，至網站報名（<https://www.surveymonkey.com/r/SGWSSWF>）。報名完成後，由主辦單位以E-mail提供Microsoft Teams會議連結。
 - (四)研討會主題內容涵蓋以下領域：
 - 1、英語為學科主題的培訓案例分享—日本研究案例。



2、語言和內容整合式學習 (CLIL)。

3、雙語/多語教育。

4、創造專業空間以促進教學發展。

三、如有旨揭研討會相關問題，請逕洽英國文化協會羅小姐，聯絡電話：0910-173-214，電子郵件信箱：Lisa.Luo@britishcouncil.org.tw。

裝

正本：各師資培育之大學

副本：英國文化協會

H10/10/04
13:42:21

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Seminar to Share UK Expertise in Continuing Professional Development of Teachers of English as a Subject as well as CLIL/EMI/Bilingual teachers in basic education

台灣雙語國家政策研討會系列 4：高國中小英語教師及全英語授課教師專業發展

AGENDA 議程

110 年 11 月 2 日(二)下午 15:00-17:30

時間	主題	講者
15:00-15:05	Opening 開場致詞	Steven Murrery, Senior Training Consultant, British Council Taiwan 英國文化協會英語培訓資深顧問 墨瑞君
15:05-15:20	Language of learning and teaching (LOLT), Bilingualism 語言的學習與教學 – 雙語教育	Dr. Antonella Sorace, Professor, University of Edinburgh 愛丁堡大學教授 安東尼娜·索拉斯博士
15:20-15:35	The impact of language of instruction (LOLT) on learner motivation 教學語言 (LOLT) 對學生學習動機的影響	Dr Martin Lamb, Senior Lecturer, School of Education, University of Leeds 里茲大學教育學院講師 馬丁·蘭姆博士
15:35-15:50	Creating professional spaces to foster pedagogical development 創造專業空間以促進教學發展	Ben Beaumont, Head of Teacher Education, Trinity College London 倫敦聖三一學院師資培育長 班·博蒙特
15:50-16:05	Lessons from a large-scale train-the-trainer programme. 大型講師培訓計畫的經驗分享	Robin Skipsey, Academic Manager, EES, British Council Japan 英國文化協會(日本)英語培訓經理 羅賓·斯基普西
16:05-16:20	Developing communicative English teachers: a case study from Japan 具備溝通教學能力的英語教師 – 日本案例	Eric Baber, Director of Professional Learning and Development, ELT, Cambridge University Press and Assessment 劍橋大學出版社及劍橋大學考試院 教師專業發展總監 艾瑞克·巴伯
16:20-16:35	Pearson English Language Teacher Development 培生教育機構之英語教師專業發展	Seshni Jacobs, Director of Professional & Development, Pearson 培生教育機構 教師專業發展總監 塞斯尼·雅各
16:35-16:50	NILE professional development for bilingual education programmes 諾里奇語言教育學院(NILE)雙語教育計畫的 教師專業發展	Thom Kiddle, Director, NILE (Norwich Institute for Language Education) 諾里奇語言教育學院(NILE)總監 湯姆·基德

16:50-17:30	Q&A 問答時段	
17:30	研討會結束	

日期：

110年11月2日，星期二，下午15:00-17:30。

與會者

國家發展委員會、教育部、國教署、國教院、縣市教育局、英語輔導團及各級學校校長、主任及教師等。

講座主題內容涵蓋以下領域：

- 英語為學科主題的培訓案例分享-日本研究案例
- 語言和內容整合式學習(CLIL)
- 雙語/多語教育
- 創造專業空間以促進教學發展

會議進行方式：

- 使用 Microsoft TEAMS 連結加入會議，會議連結將提供給與會者。
- 進入會議室前，請先將鏡頭和麥克風關閉。
- 線上安排中、英逐步翻譯。



Seminar to Share UK Expertise in Continuing Professional Development of Teachers of English as a Subject as well as CLIL/EMI/Bilingual teachers in basic education

台灣雙語國家政策研討會系列 4：高國中小英語教師及全英語授課教師專業發展

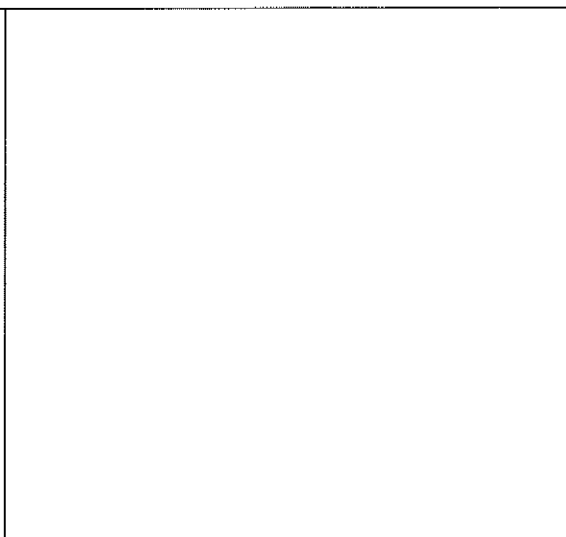
講座主題摘要

講座主題摘要	講者
<p>Language of learning and teaching (LOLT), Bilingualism 語言的學習與教學 – 雙語教育</p> <p>Language learning in a school context how children/young people learn and policies related to this e.g. the Scottish 1+2 policy and what seems to be working best from a linguistic and cognitive perspective 學校環境中的語言學習 兒童/青少年如何學習以及與此相關的政策，例如，蘇格蘭的 1+2 政策，以及從語言和認知的角度來看，何者是最有效的政策。</p>	<p>Dr. Antonella Sorace, Professor, University of Edinburgh 愛丁堡大學教授 安東尼娜·索拉斯博士</p>
<p>The impact of language of instruction (LOLT) on learner motivation 教學語言 (LOLT) 對學生學習動機的影響</p> <p>It is a universal truth that young people want to learn, but they may not want to learn in the way that their school teaches them. In this presentation I will focus exclusively on the language that the teacher uses in class, and review research evidence on how that can affect learners' motivation, both positively and negatively. I'll conclude with some suggestions for how English subject and CLIL teachers might sustain learner motivation, and how this could be monitored and evaluated through research. 青少年想學習是一個普遍的真理，但他們可能不想按照學校教給他們的方式學習。在本次講座中，我將聚焦教師在課堂上使用的語言，並回顧研究證據，說明語言如何對學生的學習動機產生積極或消極的影響。最後，就英語教師和 CLIL 教師如何維持學生積極的學習動機，以及如何透過研究進行監測和評估提出一些建議。</p>	<p>Dr Martin Lamb, Senior Lecturer, School of Education, University of Leeds 里茲大學教育學院講師 馬丁·蘭姆博士</p>
<p>Creating professional spaces to foster pedagogical development 創造專業空間以促進教學發展</p> <p>This talk will draw together research strands across EMI lecturer development (HEIs), CLIL support (primary and secondary) and educator CPD to propose foundational actions for pre- and in-service teacher training. As well as focussing on practical short- and long-term measures, this</p>	<p>Ben Beaumont, Head of Teacher Education, Trinity College London 倫敦聖三一學院師資培育長 班·博蒙特</p>

<p>talk will suggest that impact assessment should be integrated as standard across interventions to ensure decision makers have the necessary data to inform future policy actions.</p> <p>本講座將匯集高教的 EMI 教師發展、中小學 CLIL 教師支援，以及教育人員專業發展的研究方向，以提出職前和在職教師培訓的基本行動。除了關注切實的短、長期評估外，本次講座也建議將影響評估作為標準，納入所有干預活動，以確保決策者有必要的數據，為未來的政策行動提供參考。</p>	
<p>Lessons from a large-scale train-the-trainer programme. 大型講師培訓計畫的經驗分享</p> <p>Between 2014 and 2019, the British Council delivered a large-scale cascade training project on behalf of the Japanese Ministry of Education, reaching over 80,000 English teachers. This presentation will look at the key features of the project and lessons learned.</p> <p>英國文化協會於 2014~2019 年協助日本教育部執行一項大型培訓計畫，惠及超過 8 萬名英語教師。本次講座將探討該計畫的主要特點以及所汲取的經驗教訓。</p>	<p>Robin Skipsey, Academic Manager, EES, British Council Japan 英國文化協會(日本)英語培訓經理 羅賓·斯基普西</p>
<p>Developing communicative English teachers: a case study from Japan 具備溝通教學能力的英語教師 – 日本案例</p> <p>Since 2019, Cambridge University Press has been delivering teacher development programmes to cohorts of up to 700 Secondary-level teachers across Japan with the aim of improving their communicative language teaching skills. In this presentation I will showcase some of the key features of the programme, the impact it has had and some of the implications that might be relevant to Taiwan.</p> <p>自 2019 年以來，劍橋大學出版社持續為全日本多達 700 名中學教師提供教師專業發展課程，目的在提升教師們的溝通教學能力。本次講座中，我將分享這些課程的特色、所產生的影響以及可能與台灣有關的影響。</p>	<p>Eric Baber, Director of Professional Learning and Development, ELT, Cambridge University Press and Assessment 劍橋大學出版社及劍橋大學考試院 教師專業發展總監 艾瑞克·巴伯</p>
<p>Pearson English Language Teacher Development 培生教育機構之英語教師專業發展</p> <p>A focus on practical strategies to ensure that the most current pedagogy and methodology for English language instruction can be instantly applied to build engagement, confidence and fluency in the face-to-face or virtual classroom.</p> <p>聚焦於實用策略，以確保可立即應用最新的英語教學法和方法，在面對面實體課程或線上虛擬課堂中建立參與感、信心和流暢度。</p>	<p>Seshni Jacobs, Director of Professional & Development, Pearson 培生教育機構 教師專業發展總監 塞斯尼·雅各</p>
<p>NILE professional development for bilingual education programmes 諾里奇語言教育學院(NILE)雙語教育計畫的教師專業發展</p> <p>This presentation will showcase the sustainable, capacity-building approach to teacher professional development</p>	<p>Thom Kiddle, Director, NILE (Norwich Institute for Language Education) 諾里奇語言教育學院(NILE)總監 湯姆·基德</p>

implemented for institutions and ministries of education worldwide by Norwich Institute for Language Education (NILE). From pre-primary to tertiary education, from English language teaching to English-Medium Instruction, and from pre-service to in-service contexts, NILE's bespoke solutions open a professional development pathway to teachers, taking them from teaching to teacher training, syllabus design, assessment literacy, and materials development, and learning how to share those competences with others.

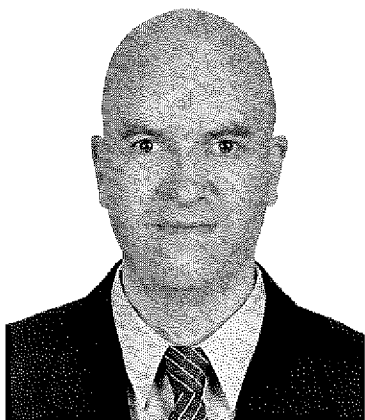
本講座將說明諾里奇語言教育學院(NILE)為全球各國教育機構和教育部門所設計的教師專業發展計畫。從學前教育到高等教育，從英語教學到全英語授課，從職前教育到在職培育，為教師開啟專業發展途徑，帶領他們從教學到教師培訓、課程設計、評估素養和教材開發，並學習如何與他人分享這些能力。



SPEAKER BIOGRAPHIES

STEVEN MURRAY

Senior Training Consultant of English for Education Systems, British Council Taiwan



Steven Murray has more than 25 years' experience in the field of education working as a project manager, researcher, author, teacher trainer and teacher. My love for education stems from the fact that I have seen time and time again how effective teachers can really open up a whole new world of possibilities for their students... In the 21st century more than ever before, I believe it is important for training and teaching activities to be interactive, authentic and motivating. I also believe that it's important for trainers and teachers to enhance their students' abilities to think critically and deeply as well as to learn how to solve problems for themselves. The

information is out there... There are numerous policies, approaches, strategies and perspectives that successful policy makers, trainers and teachers have applied that have made a really positive difference for their students. Let us share, discuss and critique these ideas with a view to ensuring that we are giving our students the best possible learning experiences that they can have.



DR ANTONELLA SORACE

Professor of Developmental Linguistics, University of Edinburgh



Antonella Sorace is a world leading authority and has published widely in the field of bilingual language development, where she brings together methods from linguistics, experimental psychology, and cognitive science. She is also committed to disseminating the findings of research on bilingualism in different sectors of society. She is the founding director of the information and public engagement centre *Bilingualism Matters*, which currently has 30 branches in three continents.



DR Martin Lamb

Director of International Education and Senior Lecturer in TESOL at the School of Education, University of Leeds



Martin Lamb is Director of International Education and Senior Lecturer in TESOL at the School of Education, University of Leeds, UK. He previously worked as a teacher and trainer in Sweden, Bulgaria and for 9 years in various parts of Indonesia. His main research interests are in learner and teacher motivation and how this interacts with classroom methodology and other contextual factors. He was recently chief editor of *The Palgrave Handbook of Motivation for Language Learning* (2020) and has also published articles in international journals such as *Language Teaching*,

TESOL Quarterly, *Language Learning*, *System* and *ELT Journal*.

DR. BENJAMIN BEAUMONT

Head of Teacher Education, Trinity College London



Ben Beaumont is Head of Teacher Education at Trinity College London and has an interest in developing pre and in-service support for teachers to help promote effective learning and teaching. Having moved between ELT and state sector teacher education roles, Ben has developed an interest in sharing best practice between sectors to help teachers maximise opportunities for learning. As well as facilitating Trinity's cross curricular teacher education work, Ben's research interests include teacher professional development and developing support for those working in English Medium of Instruction contexts.



ROBIN SKIPSEY
Academic Manager, British Council Japan



Robin Skipsey comes from Gillingham, in the south east of England. He studied French Language and European History at the University of East Anglia and lived and worked in the UK and France before moving to Japan in 2005, where he has been based ever since. He holds Cambridge CELTA and Cambridge DELTA teaching qualifications.

At the British Council, Robin has taught young learner and adult courses, including IELTS and Cambridge exam preparation classes, as well as teaching large classes at public Elementary and Junior High schools on a long-running team-teaching programme in Tokyo. He started his current role as Academic Manager in April 2013, and from April 2014 to March 2019 oversaw the design, development and delivery of the *Leaders of English Education Project (LEEP)*, a 5-year national teacher training initiative commissioned by the Japanese Ministry of Education which trained over 80,000 Elementary, Junior and Senior High School teachers across the country.

Currently Robin and his team are working on a collaboration with a major domestic publishing company to produce new ministry-approved English textbooks for upper secondary students.

Eric Baber
Director of Professional Learning and Development, Cambridge University Press and Assessment



Eric Baber is Director of Professional Learning and Development for Cambridge University Press and Assessment. He oversees the products and services aimed at teachers, institutions and larger educational systems. These include an award-winning range of methodology titles; over seventy online teacher development courses; and online and face-to-face training delivered to individual teachers, institutions and school systems by a network of trainers in key markets.

Eric's experience includes delivering training around the world in the use of ICT for teaching and learning, being a tutor for the UK Open University, and setting up an online-only language school. He is Past President of IATEFL, the International Association of Teachers of English as a Foreign Language.

SESHNI JACOBS

Director of Professional & Development, Pearson



Seshni Jacobs is the Director of Global Professional Learning and Development for Pearson English & Global Schools. As part of this role Seshni is also the Director of Pearson's Teacher Education & Learning Academy- the umbrella body of all Pearson professional learning and development across the globe. In this position, Seshni works across 52 Pearson geographies across the globe to develop certified online learning programmes to foster teacher professional development. Seshni's career in Education, which began as a K-12

teacher, spans over 23 years. Seshni is described as a pragmatic individual who is passionate about education. She joined Pearson in 2011 and sees her role as providing her with the perfect opportunity to combine her educational expertise with an understanding of the teaching fraternity to empower and support teachers to make a positive impact on the lives of their learners. Seshni lives up to Pearson's motto of 'Always learning' and her academic career has spanned both undergraduate and honours degrees in Education as well as post graduate Executive Education diplomas in Leadership, Business Administration and most recently Product Management through University of California, Berkeley – Haas School of Business.



THOM KIDDLE

Director, Norwich Institute for Language Education (NILE)



Thom Kiddle is Director of Norwich Institute for Language Education. He has worked at NILE since 2011, after moving back to the UK from Chile where he was head of academic research and educational technology at the Chilean-British University. He has previously worked in Portugal, the UK, Australia and Thailand in language teaching, teacher training and language assessment.

He has a Master's degree in Language Testing from Lancaster University and the Cambridge Delta, and his role at NILE involves strategic and organisational management, and training and consultancy in a range of areas including testing and assessment, learning technologies, materials development and language teaching methodology.

Thom is also Chair of the Equals Board of Trustees; treasurer and a founding director of AQUEDUTO – the Association for Quality Education and Training Online; and webmaster for the Testing, Evaluation and Assessment Special Interest Group of IATEFL.



He has published in Applied Linguistics, Language Assessment Quarterly, System, and in 2019, two chapters in Routledge Handbooks of Language Teacher Education. Thom was also a plenary speaker at IATEFL 2021.

