

2025 英语教师 专业发展主题论坛

China TeachingEnglish Online Conference 2025

2025年10月14日至11月6日



2025 年 10 月 14 日—11 月 06 日论坛安排

10月14日 星期二	Andy Curtis 人工智能时代语言教育工作者的角色 The Role of Language Educators in the Era of AI 主旨演讲 17:00-18:00
	Christopher Graham 英语教学与可持续发展：我应该做什么？ ELT and Sustainability: What Should I Be Doing? 主旨演讲 19:00-20:00
10月15日 星期三	Joel C. Meniado 使用生成式人工智能促进语言教师专业发展：东南亚地区的发展实践 Using Generative AI for Language Teacher Professional Development: Evolving Practices in the Southeast Asian Region 专题演讲 19:00-20:00
	徐一丹 AI 工具融合高中英语写作：申请信教学实践展示 Integrating AI Tools in High School English Writing: An Application Letter Teaching Showcase
课例展示 (第一场)	陈玉伟 AI 驱动阅读课堂：高中英语文化工匠精神探索展示 AI-Powered Reading Class: Exploring Cultural Craftsmanship in High School English 20:30-21:30
	彭英 AI 赋能读写结合：高中续写教学实践展示 AI-Empowered Reading for Writing: High School Continuation Writing Teaching Showcase
10月16日 星期四	Carol Read 如何通过讲故事培养幼儿的全球技能 How to Develop Global Skills Through Storytelling with Young Children 主旨演讲 19:00-20:00
	王心印 大班项目式学习：七年级英语教学实践展示 Project-Based Learning in Large Classes: A Grade 7 English Teaching Showcase
课例展示 (第二场)	刘朱伟 五感诗歌探索：AI 赋能跨学科英语教学实践展示 Five-Senses Poetry Exploration: An AI-Enhanced Interdisciplinary English Teaching Showcase 20:30-21:30
	袁讯 支持阅读困难学生：AI 工具在科学文本理解中的应用展示 Supporting Struggling Readers: AI Tools in Scientific Text Comprehension
10月21日 星期二	闫春梅 通过英语教学实习指导促进专业发展 Enhancing Professional Development Through Mentoring English Teaching Practicum 主旨演讲 20:00-21:00
	Barry Bai 通过自主学习和 21 世纪技能释放学生英语写作潜能 Unlocking School Students' Potential for English Writing Through Self-Regulated Learning and 21st Century Skills 专题演讲 20:00-21:00
10月23日 星期四	Ken Hyland 反馈疲劳：人工智能能拯救我们摆脱无休止的批改吗？ Feedback Fatigue: Can AI Save Us from Ever More Marking? 主旨演讲 20:00-21:00

2025 年 10 月 14 日—11 月 06 日论坛安排

10月28日
星期二

葛炳芳

阅读教学中主动学习的教学与研究
Teaching and Researching Active Learning in Reading

主旨演讲

20:00-21:00

10月29日
星期三

Jeremy Harmer

如何做人：在 AI 主导的世界中做自己
How to Be Human: Being Ourselves in an AI-Mediated World

主旨演讲

19:00-20:00

袁焯

价值导向英语学习：平板支持安全教育教学展示
Values-Based English Learning: Tablet-Supported Safety Education Showcase课例展示
(第三场)

李秀芳

真实生活语法学习：数字化工具自我提升教育展示
Real-Life Grammar Learning: Digital Tools for Self-Improvement Education

20:30-21:30

尚皓

数字化菜单制作项目：Canva 增强大班英语教学实践展示
Digital Menu Creation Project: Canva-Enhanced Large Class English Teaching Showcase10月30日
星期四

Willy A Renandya

多读多听：被忽视的流利之路
Read More, Listen More: The Neglected Path to Fluency

主旨演讲

19:00-20:00

庞浩

故事化多词动词教学：关系主题词汇教学实践展示
Story-Based Multi-Word Verb Instruction: Relationship Vocabulary Teaching Showcase课例展示
(第四场)

唐姜鸿

输出导向单元复习：环保倡议书写作教学实践展示
Output-Driven Unit Review: Environmental Appeal Letter Writing Teaching Showcase

20:30-21:30

谢珊

智慧课堂跨文化阅读：数字化工具构建文化自信教学展示
Smart Classroom Cross-Cultural Reading: Digital Tools for Cultural Confidence Building11月04日
星期二

Joe Dale

人工智能创新：英语教学中的教学法工作流程
Innovating with AI: Pedagogical Workflows for English Language Teaching

专题演讲

20:00-21:00

11月05日
星期三

蒋京丽

英语阅读教学中的课堂评价实践探索
Exploration on the Practice of Classroom Assessment in English Reading Teaching

专题演讲

20:00-21:00

11月06日
星期四

张红玲

设计跨文化能力大赛促进中国跨文化能力教学、评估与研究
Designing an Intercultural Competence Contest to Facilitate ICC Teaching, Assessment and Research in China

主旨演讲

20:00-21:00

主讲人目录

Andy curtis 01

Christopher Graham 02

Joel C. Meniado 03

徐一丹、陈玉伟、彭英 04

Carol Read 05

王心印、刘朱伟、袁讯 06

闫春梅 07

Barry Bai 08

Ken Hyland 09

葛炳芳 10

Jeremy Harmer 11

袁烨、李秀芳、尚皓 12

Willy A Renandya 13

庞浩、唐姜鸿、谢珊 14

Joe Dale 15

蒋京丽 16

张红玲 17



Andy curtis

人工智能时代语言教育工作者的角色

The Role of Language Educators in the Era of AI

北京时间

10月14日 星期二 17:00-18:00

摘要

我们有时会忘记，语言教学的历史可追溯至数千年前，远在计算机、互联网、智能手机乃至生成式人工智能（GenAI）出现之前。因此，本次开幕主旨演讲将从回顾历史出发，理解我们如何走到 GenAI 广泛应用的今天，并以此展望未来可能的发展方向。上世纪 50 年代，第一台大型计算机问世，其在语言教学中的应用主要局限于机械式语言操练，形成了所谓“机械训练扼杀兴趣”（drill and kill）的现象——这种重复枯燥、缺乏真实交际的教学方式，往往扼杀了学习者（有时甚至教师）的学习动力。那么，GenAI 的出现是否意味着我们所熟悉的语言教学模式正走向终结？

We sometimes forget that language teaching has a history that goes back thousands of years, millennia before computers, before the Internet, before smart phones and before Generative Artificial Intelligence (GenAI). Therefore, in this opening keynote presentation, we will start by looking back as a way of understanding how we got to where we are now with GenAI, which will help us to look at where we might be headed with this in the future. In the 1950s, the first mainframe computers were developed, which in language teaching and learning were mainly used for language drills, leading to what was called "drill and kill," as the mindlessly repetitive and non-communicative nature of the instruction could "kill" the motivation of the learners (and sometimes the teachers too). Has GenAI brought us to the point where language teaching and learning, as we know it, is coming to an end?

主讲人简介

过去 35 年间，Andy Curtis 博士共撰写、合著及编辑了 200 多篇文章、书籍章节和专著，曾在欧洲、亚洲、非洲、中东、北美、南美及中美洲等全球 100 多个国家和地区向超过 5 万名语言教育工作者发表演讲，其著作已被 150 多个国家的 10 万余名教育从业者阅读。2015 年，他当选为 TESOL 国际协会第 50 任主席。现任澳门城市大学人文社会科学学院特聘客座教授，并兼任中国内地多所高校教职。同时，他也在安纳海姆大学教育研究生院担任教授。近年出版作品包括《反思语言教育领导力》（2022）、《新和平语言学与语言在冲突中的作用》（2022）及《不良语言：解码特朗普》（2024）。

Over the last 35 years, Dr. Andy Curtis has (co)authored and (co)edited 200-plus articles, book chapters, and books, presented to 50,000-plus language educators in more than 100 countries, in Europe, Asia, Africa, the Middle East, North, South and Central America, and his writings have been read by 100,000-plus language educators in more than 150 countries. In 2015, he was elected to be the 50th President of the TESOL International Association. Dr. Curtis is currently serving as a Distinguished Guest Professor in the Faculty of Humanities and Social Sciences at the City University of Macau, and is cross-appointed to a number of universities in Mainland China. He is also a professor in the Anaheim University Graduate School of Education. His recent books include, Reflecting on Leadership in Language Education (2022), The New Peace Linguistics and The Role of Language in Conflict (2022), and Bad Language: Decoding Donald Trump (2024).



Christopher Graham

英语教学与可持续发展： 我应该做什么？

ELT and Sustainability: What Should I Be Doing?

北京时间

10月14日 星期二 19:00-20:00

摘要

“可持续发展”一词正日益融入英语教学的日常词汇，这既体现在教学内容上，也反映在教学方法中。本次讲座首先将尝试界定语言学习语境中的“可持续发展”——这本身并非易事——进而探讨英语教学工作群体应如何履行自身责任：既要帮助学习者参与全球可持续发展议题的讨论，也要在我们的教学实践中践行可持续发展理念。我们将深入探讨机构与课堂层面的各项举措，分析将可持续发展主题融入英语教学及在机构层面推行可持续发展倡议时面临的重大挑战与障碍，并提出相应的解决方案。最后，讲座将向全球英语教学界发出一系列行动倡议，并特别呼吁与会者结合自身具体情境思考如何落实可持续发展理念。

The word 'sustainability' is increasingly becoming part of the day-to-day vocabulary of English language teaching, in terms of both the content we teach, and our approaches to teaching it. This talk will begin by defining sustainability in the language learning context - not in itself an easy task - and move on to consider what we all need to do to ensure that the community of ELT educators meets its responsibilities, both in terms of supporting our learners to interact with the global sustainability debate, and of being sustainable in our work. Institutional and classroom-level initiatives will be explored, and the often quite significant challenges and barriers to the integration of sustainability topics into ELT, and of embedding institutional sustainability initiatives will be unpacked, and some solutions outlined. The session will end with a series of calls to action for the global ELT community, but more specifically for individual audience members to consider, within their individual contexts.

主讲人简介

Christopher Graham 是英语教学与可持续发展教育领域的顾问及作家，曾为英国文化教育协会、各国教育部及出版机构提供全球性服务。他现任国际英语外语教师协会（IATEFL）主席，并负责董事会与出版委员会工作。他曾两次作为团队成员获得英国文化教育协会 ELTon 大奖。其专业研究涵盖英语教学与可持续发展的融合、资源有限环境下的教师教育以及培训师培训。近期著作包括：《英语教学中的可持续发展》（合作编者），Balkan University Press，预计 2025 年第四季度出版；《培训师手册——英语教学专业人员资源集》，Garnet Education，2025 年；《适应性英语教学》，Taylor and Francis，2024 年；与 Bilsborough, K、Barber D 和 Kral, T 合著的《语言教育中的气候行动：低资源课堂活动》，British Council，2022 年；《绿色教师的 50 种方法》，Wayzgoose Press，2022 年；以及《21 世纪英语教学课堂技能：教师指南》（合作编者），Garnet Education，2020 年。

Christopher Graham is an ELT and Sustainability Education consultant and author. He has worked globally for the British Council, ministries of education and publishers. He is President of IATEFL, chairs the Board of Trustees, and the Publications Committee. He has twice been a member of teams winning a British Council ELTon. His professional interests are around ELT and sustainability, teacher education in fragile environments and train-the-trainer. Recent publications include: Sustainability in ELT (contributing co-editor), Balkan University Press, due Q4 2025; Training the Trainer -- A Resource Book for ELT Professionals, Garnet Education, 2025; Adaptable English Language Teaching, Taylor and Francis, 2024; Climate action in language education. Activities for low resource classrooms with Bilsborough, K, Barber D and Kral, T, British Council, 2022; 50 Ways to be a Greener Teacher, Wayzgoose Press, 2022; 21st Century Skills in the ELT Classroom -- A Guide for Teachers (contributing editor), Garnet Education, 2020.



Joel C. Meniado

使用生成式人工智能促进语言教师专业发展：东南亚地区的发展实践

Using Generative AI for Language Teacher Professional Development: Evolving Practices in the Southeast Asian Region

北京时间

10月15日 星期三 19:00-20:00

摘要

语言教师专业发展（LTPD）对推动东南亚地区语言教育转型至关重要。以实践性、协作性、反思性及持续性的方式，为语言教师提供与时俱进的知识与技能，将有助于提升该地区学生的学习成效和学校整体表现。然而，由于时间不足、现有项目与工作实际不匹配或缺乏关联、以及学校管理层支持与资源不足等多重限制，许多东南亚语言教师并未积极参与专业发展活动。生成式人工智能（GAI）被认为能够应对这些常见挑战。本讲座通过探讨东南亚教师如何借助 ChatGPT 开展自主、自决的专业学习与发展，尝试填补这一领域的实践空白，并汇报一项探索性研究的初步结果，重点包括英语教师在专业发展过程中所遇的挑战，以及他们如何运用 GAI 技术应对这些困难。讲座最后将探讨上述发现对语言教师教育、持续专业发展及教师领导力建设的启示。

Language teacher professional development (LTPD) is crucial to the transformation of language education in the Southeast Asian region. Equipping language teachers with relevant and up-to-date knowledge and skills in a practical, collaborative, reflective, and ongoing manner can lead to better student learning outcomes and school performance in the region. Unfortunately, many Southeast Asian language teachers are not actively engaged with LTPDs due to several constraints, such as insufficient time, incompatibility or irrelevance of the available programs to their work contexts, and inadequate resources and support from school management. Generative Artificial Intelligence (GAI) is believed to be capable of addressing these common challenges. This presentation aims to fill this gap by exploring how teachers in the Southeast Asian region use ChatGPT for self-directed and self-determined professional learning and development. It presents the initial findings of an exploratory study investigating the challenges encountered by English language teachers in their professional development and how they use GAI technologies to address these challenges. Implications of the findings for language teacher education, continuing professional development, and teacher leadership are discussed.

主讲人简介

Joel C. Meniado 博士现任东南亚教育部长组织区域语言中心（新加坡）（SEAMEO RELC）语言专家，负责教授英语教学法、技术融合及课堂研究等多门研究生课程。过去二十余年间，他一直在东南亚及阿拉伯海湾地区担任英语讲师、教师与教师培训师。此外，他曾在亚洲及北美多个国家领导和参与多项教师发展组织与倡议。作为学者，他在语言与读写能力发展、技术辅助语言学习、语言评估及教师专业发展等领域著述颇丰。

Dr. Joel C. Meniado is a language specialist at the Southeast Asian Ministers Education Organization (SEAMEO) Regional Language Centre (RELC) in Singapore, where he teaches various post-graduate courses on ELT pedagogy, technology integration, and classroom-based research. For over 20 years, he has worked as an English language lecturer, educator, and teacher-trainer in the Southeast Asian and the Arabian Gulf regions. In addition, he has also served as a leader of different teacher development organizations and initiatives in various countries in Asia and North America. As a scholar, he has published widely in the areas of language and literacy development, technology-enhanced language learning, language assessment, and teacher professional development.

课例展示（第一场）

北京时间

10月15日 星期三 20:30-21:30

徐一丹

AI 工具融合高中英语写作：申请信教学实践展示

Integrating AI Tools in High School English Writing: An Application Letter Teaching Showcase

陈玉伟

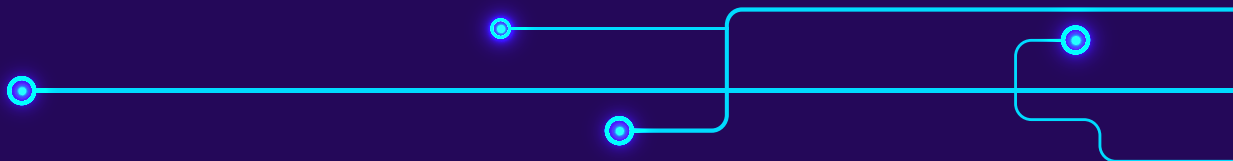
AI 驱动阅读课堂：高中英语文化工匠精神探索展示

AI-Powered Reading Class: Exploring Cultural Craftsmanship in High School English

彭英

AI 赋能读写结合：高中续写教学实践展示

AI-Empowered Reading for Writing: High School Continuation Writing Teaching Showcase





Carol Read

如何通过讲故事培养幼儿的全球技能

How to Develop Global Skills Through Storytelling with Young Children

北京时间

10月16日 星期四 19:00-20:00

摘要

全球素养对儿童的教育成就和长远发展至关重要。然而，如何以既贴合年龄特点又富有意义的方式，将其融入低龄学生的语言教学中？本次讲座将探讨全球素养的内涵及其在当今快速变迁的数字时代中的重要价值。讲者将提出一个基于“全人教育”理念的框架，用于在幼儿英语教学中系统融入全球素养——该框架以儿童年龄及其社会、认知、心理、情感、身体、创造性与语言发展阶段为出发点，通过教学引导，帮助孩子：

- i) 在选择和决策中掌握自主权，
- ii) 逐步承担自身学习与行为的责任，
- iii) 形成表达自我观点和思想的独特声音，
- iv) 积极行动，为本地乃至全球社群作出贡献。

讲座核心将聚焦于实用的教学思路与课堂活动，展示如何借助故事实施该框架，综合、自然地促进幼儿的语言交际能力与全球素养发展。现场将结合讲者自编故事案例进行说明。最后，讲座将总结通过故事教学培养幼儿全球素养的多重益处，助力他们成长为有责任感、关爱他人的社区成员，以及积极主动、自信满满的语言学习者。

Global skills are critical to children's educational success and long-term future. But how can we incorporate them into language teaching with young children in a meaningful and age-appropriate way? In this session, we will explore what global skills are and why they are so important in today's fast moving, digital world. I will then propose a framework for integrating global skills in ELT with young children based on a whole child approach, which takes as its starting point children's age and stage of social, cognitive, psychological, emotional, physical, creative and language development and, through the process of learning, leads them to i) have agency in their choices and decision-making, ii) take increasing responsibility for their learning and behaviour, iii) develop a unique, personal voice in expressing their ideas and opinions, and iv) take positive action to contribute to the local or global community. The main part of the session will focus on practical ideas and classroom activities to illustrate how we can use a story to implement the framework and develop communicative language learning and global skills with young children in an integrated and accessible way. The session will include an example based on one of the presenter's own stories. The conclusion will summarize the benefits of developing global skills through storytelling with young children to help them become responsible, caring members of the community as well as engaged and confident language learners.

主讲人简介

Carol Read 是一位资深的教师、教师教育培训师、学术管理者、国际顾问及作家。她专注于幼儿和小学英语教学领域，并在此方向出版多部著作。Carol 还是 IATEFL 前主席。更多关于 Carol 的信息，请访问 www.carolread.com

Carol Read is a highly experienced teacher, teacher educator, academic manager, international consultant and author. Carol specialises in early years and primary ELT and has published extensively in this area. Carol is also a former President of IATEFL. You can find out more about Carol by visiting www.carolread.com

课例展示（第二场）

北京时间

10月16日 星期四 20:30-21:30

王心印

大班项目式学习：七年级英语教学实践展示

Project-Based Learning in Large Classes: A Grade 7 English Teaching Showcase

刘朱伟

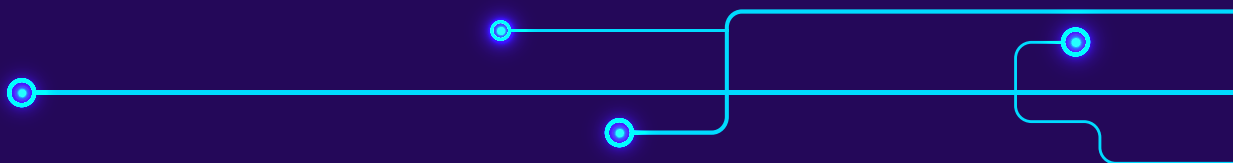
五感诗歌探索：AI 赋能跨学科英语教学实践展示

Five-Senses Poetry Exploration: An AI-Enhanced Interdisciplinary English Teaching Showcase

袁讯

支持阅读困难学生：AI 工具在科学文本理解中的应用展示

Supporting Struggling Readers: AI Tools in Scientific Text Comprehension





闫春梅

通过英语教学实习指导促进专业发展

Enhancing Professional Development Through Mentoring
English Teaching Practicum

北京时间

10月21日 星期二 20:00-21:00

摘要

本讲座聚焦中小学教师通过担任职前教师教育项目中英语教学实习指导教师角色来实现专业发展。旨在提高中小学教师对其在培养职业胜任力教师方面重要作用的认识，以及如何有效履行这一角色。讲座首先分析中小学教师在实习指导角色履行方面存在局限性的现状，然后从社会文化视角分析这种情况产生的原因，最后提供关于如何提升中小学教师参与教学实习指导质量并从这些经历中获益的实用策略。

This session focuses on school teachers' professional development through their role as English teaching practicum mentors in pre-service teacher education programmes. It aims to raise school teachers' awareness of the importance of their role in developing career-ready teachers and how to fulfill this role effectively. The session begins by examining the reality of practicum mentoring—specifically, school teachers' limited fulfillment of their roles—then analyzes how this situation occurs from a sociocultural perspective. Finally, it provides practical strategies for enhancing the quality of school teachers' engagement in teaching practicum mentoring and the benefits they derive from these experiences.

主讲人简介

闫春梅，华中师范大学外国语学院教授。研究领域包括语言教师发展、TESOL 方法论、教育改革与评估、高等教育等。在教师教育、课程改革和英语教学方法论等领域的国际权威期刊上发表论文多篇。

Chunmei Yan is a professor at the School of Foreign Languages, Central China Normal University. Her research interests include language teacher development, TESOL methodology, educational reform and evaluation, and higher education. She has published extensively in international refereed journals on teacher education, curriculum reform, and English teaching methodology.



Barry Bai

通过自主学习和 21 世纪技能释放 学生英语写作潜能

Unlocking School Students' Potential for English Writing
Through Self-Regulated Learning and 21st Century Skills

北京时间

10月22日 星期三 20:00-21:00

摘要

本讲为教育工作者提供有研究支撑的策略，在培养英语写作自主学习能力的同时融入创造力和协作等 21 世纪技能。参与者将探讨自主学习的基础要素（包括动机、目标设定和反思），并学习通过显性教学、示范和支架式教学来传授这些策略的结构化框架。讲座重点阐述自主学习如何增强赋能年轻写作者的关键要素——选择权和自主性，并提供实用的自主学习策略来指导学生完成写作过程的每个阶段：规划、起草、修改和编辑。白教授将展示一本可定制的《写作策略手册》，这是一个包含清单和反思提示的学生资源，旨在促进学习自主性。

This interactive workshop equips educators with research-backed strategies to foster self-regulated learning (SRL) in English writing while integrating 21st-century skills such as creativity and collaboration. Participants will explore the foundations of SRL (including motivation, goal-setting, and reflection) and learn a structured framework for teaching these strategies through explicit instruction, modeling, and scaffolding. The session highlights how SRL enhances key elements that empower young writers—choice and autonomy—and provides practical SRL strategies to guide students through each stage of the writing process: planning, drafting, revising, and editing. Professor Barry Bai will showcase a customizable Writing Strategy Book, a student resource featuring checklists and reflection prompts designed to promote autonomy.

主讲人简介

Barry Bai 教授荣获 2014/2015 年度卓越教学奖，并获得香港研究资助局竞争性研究资助计划（GRF/ECS）2018/2019 和 2022/2023 年度资助。目前担任香港应用语言学学会主席，《欧洲教育杂志》和《亚太教育杂志》副主编。2023 和 2024 年连续被认定为全球语言学与语言学领域引用率前 2% 的学者。2024 年被 ScholarGPS 评为小学教育专业领域高排名学者（综合排名前 0.05%，第 20 位；近五年排名前 0.05%，第 3 位）。曾为约 646 所中小学、4300 名英语教师和 50000 名学生提供培训和专业发展支持。

Professor Barry Bai is a recipient of the 2014/2015 Faculty Exemplary Teaching Award and has secured highly competitive research funding from the Hong Kong Research Grants Council (RGC) Competitive Research Funding Schemes (GRF/ECS) for 2018/2019 and 2022/2023. He currently serves as president of the Hong Kong Association for Applied Linguistics (HAAL) and is an associate editor of the European Journal of Education and Asia Pacific Journal of Education. In 2023 and 2024, he was recognized as a top 2% most cited researcher in languages and linguistics worldwide. He was named a Highly Ranked Scholar (Lifetime - top 0.05%, #20; Prior 5 Years - top 0.05%, #3) in the specialty of primary school education in 2024 by ScholarGPS. He has provided training and professional development support to approximately 646 primary and secondary schools, 4,300 English teachers, and 50,000 students.



Ken Hyland

反馈疲劳：人工智能能拯救我们摆脱无休止的批改吗？

Feedback Fatigue: Can AI Save Us from Ever More Marking?

北京时间

10月23日 星期四 20:00-21:00

摘要

研究显示，纠错性反馈对学生的写作能力及写作者自身均有益处，这也使教师面临更大压力，需提供更多、更个性化、更详尽的反馈。然而，随着班级规模扩大、工作量不断增加，教师普遍面临疲劳与职业倦怠。目前，数字资源已在支持二语写作与教学方面展现出显著价值，如自动翻译、错误修正、自动评分系统等功能。本次讲座将聚焦于这些技术如何赋能写作反馈。首先概述反馈对学生的价值，进而探讨自动写作评价（AWE）系统与生成式人工智能（GenAI）在反馈中的应用。这些技术能够针对学生需求，在多层草稿中提供大量即时纠错反馈，从而有望提升学习者的动机与自主性，同时将教师从繁重的批改工作中解放出来。但这些承诺是否只是空谈，反而抬高了人们的期待？教师在其中应扮演什么角色？人工智能究竟能否真正帮助写作者进步，而非仅仅修饰文本？

With research showing the benefits of corrective feedback to both student writing and student writers, teachers have come under increasing pressure to provide more, more personalised, and more detailed responses to students. This often places heavy demands on teachers and with ever-larger class sizes and heavier workloads, teacher fatigue and burn out are common. New digital resources have already proven to be valuable in supporting L2 writing and teaching, offering automatic translation, error correction, automated scoring systems, and other benefits. In this paper I look at what they bring to feedback. Beginning with an overview of what feedback offers students, I explore the contribution of Automated Writing Evaluation (AWE) programmes and Generative Artificial Intelligence (GenAI) to feedback. The ability to provide instant corrective feedback across multiple drafts targeted to student needs and in greater quantities promises to increase learner motivation and autonomy while relieving teachers of hours of marking. But are these empty claims raising expectations? What is the role of teachers in all this and can AI really improve writers and not just texts?

主讲人简介

Ken Hyland 是东英吉利大学荣誉教授。他在写作与学术话语领域已发表 330 余篇论文及 30 部专著，谷歌学术引用量超 10 万次。其著作《教学与研究写作》（Teaching and Researching Writing）第五版将于 2026 年由 Routledge 出版。根据斯坦福 / 爱思唯尔基于 Scopus 数据库的分析，他连续三年（2022、2023、2024）被评为语言与语言学领域最具影响力的学者。其代表作精选集《The Essential Hyland》于 2018 年由 Bloomsbury 出版。他目前担任 Routledge 和 Bloomsbury 两个丛书系列的主编，兼任吉林大学客座教授及香港人文学院创院院士。此外，他曾共同创办《学术用途英语期刊》（Journal of English for Academic Purposes）并担任《应用语言学》联合主编。

Ken Hyland is an Honorary Professor at the University of East Anglia. He has published over 330 articles and 30 books on writing and academic discourse with over 100,000 citations on Google Scholar. A fifth edition of his Teaching and Researching Writing will be published by Routledge in 2026. According to the Stanford/Elsevier analysis of the Scopus database, he is the most influential scholar in language and linguistics (2022, 2023, 2024). A collection of his work, The Essential Hyland, was published in 2018 by Bloomsbury. He is the Editor of two book series with Routledge and Bloomsbury, is a visiting professor at Jilin University in China and a Foundation Fellow of the Hong Kong Academy of the Humanities. He was founding co-editor of the Journal of English for Academic Purposes and co-editor of Applied Linguistics.



葛炳芳

阅读教学中主动学习的教学与研究

Teaching and Researching Active Learning in Reading

北京时间

10月28日 星期二 20:00-21:00

摘要

本讲座报告了一项为期 2.5 年的行动研究项目的研究成果，该项目专注于促进英语阅读课堂中的主动学习。讲座将“主动学习”定义为学生在教师指导下，逐步参与主动提问、主动意义建构和主动应用所学知识，通过在文本、作者、世界和自我之间建立联系，从而表达新观点的过程。该理论框架基于一个四层模型，包括主动表达、意义建构、阅读素养和活动设计与实施，其中主动表达是核心。

This presentation reports the research findings of a 2.5-year action research project focusing on facilitating active learning in the EFL reading classroom. The session defines "active learning" as a process where students, guided by the teacher, progressively engage in active questioning, active meaning construction, and active application of what is learned by establishing connections between the text, the author, the world, and themselves, thereby expressing new ideas. The theoretical framework is rooted in a four-layered model comprising active expression, meaning construction, reading literacy, and activity design and implementation, with active expression at its core.

主讲人简介

葛炳芳，正高级教师，浙江省特级教师。浙江省教育厅教研室（高中）英语教研员。中国教育学会外语教学专业委员会副理事长，教育部基础教育外语教学指导专业委员会委员，教育部“普通高中英语课程标准实验研究项目”专家组成员。杭州师范大学学科教学·英语教育硕士研究生导师、教育博士研究生行业导师。参与编写人教版高中英语教材。

Ge Bingfang is an ELT supervisor at the Teaching and Research Section, Department of Education, Zhejiang Province. He is deputy director of the National Association of Foreign Language Education (NAFLE), China Education Society, and serves on the Advisory Board of National Basic Foreign Language Education as an expert in the National "Senior High School English Curriculum" Experiment Programme. He supervises Master of Education in ELT candidates and co-supervises Doctor of Education in School Curriculum and Teaching candidates at Hangzhou Normal University. He co-authors senior high school English textbooks published by PEP.



Jeremy Harmer

如何做人：在 AI 主导的世界中做自己

How to Be Human: Being Ourselves in an AI-Mediated World

北京时间

10月29日 星期三 19:00-20:00

摘要

在人工智能以前所未有的速度发展与普及的今天，教育工作者与众多领域的人士一样，不禁思考：这一技术将如何重塑我们当下与未来的教育图景？本次讲座将深入探讨人工智能所带来的巨大潜力与其可能引发的风险。我们应如何引导学生合理、明智地使用 AI？又如何借助这项技术为教育工作减负增效？

As AI develops and expands at breathtaking speed educators (amongst so many others) wonder what it means for us in our present and future technological landscape. This talk looks at what AI has to offer (and it has a LOT to offer) and what potential damage it can also do. How do we make sure students use it wisely? How can we use it to make our lives easier?

主讲人简介

Jeremy Harmer 是英语教学领域的教师、培训师及顾问，也是一位高产的作者，其作品主要面向学生、教师，尤其是处于培训或专业发展阶段的教师。代表作包括《实践英语语言教学》（The Practice of English Language Teaching）和《如何教英语》（How to Teach English，均由 Pearson 出版）。此外，他还编写或合编了多部教材，如《Jetstream》（Helbling）、与 Herbert Puchta 合著的《故事化语言教学》（Story-based Language Teaching, Helbling）、《50 个交际活动》（50 Communicative Activities, Cambridge），以及《Solo Saxophone》和《Trumpet Voluntary》等分级读物（Cambridge）。2026 年，他撰写的“今日英语教学”系列方法论新作将由 Betterlate Publishing 出版。Jeremy 同时也是一位多才多艺的音乐人、唱作歌手及小说作家。

Jeremy Harmer, teacher, trainer and consultant in the field of English Language Teaching, is a prolific author of books for students and teachers and especially for teachers in training or doing development courses. Titles include The Practice of English Language Teaching and How to Teach English (Pearson) but he has also written and co-written course material such as Jetstream (Helbling), Story-based Language Teaching (Helbling) with Herbert Puchta 50 Communicative Activities (Cambridge) and graded readers such as Solo Saxophone and Trumpet Voluntary (Cambridge). 2026 will see publication of his new English Teaching Today series of up-to-date methodology titles for Betterlate Publishing. Jeremy is also a prolific musician and singer-songwriter and writer of fiction.

课例展示（第三场）

北京时间

10月29日 星期三 20:30-21:30

袁烨

价值导向英语学习：平板支持安全教育教学展示

Values-Based English Learning: Tablet-Supported Safety Education Showcase

李秀芳

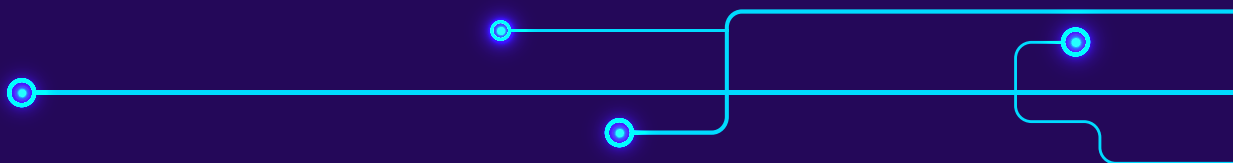
真实生活语法学习：数字化工具自我提升教育展示

Real-Life Grammar Learning: Digital Tools for Self-Improvement Education

尚皓

数字化菜单制作项目：Canva 增强大班英语实践教学展示

Digital Menu Creation Project: Canva-Enhanced Large Class English Teaching Showcase





Willy A Renandya

多读多听：被忽视的流利之路

Read More, Listen More: The Neglected Path to Fluency

北京时间

10月30日 星期四 19:00-20:00

摘要

诸多研究证实，经常进行自主选择的阅读和听力娱乐活动的学生，往往对语言学习表现出更积极的态度。这类学习者不仅能积累更丰富的词汇、更深入理解语法结构，也更容易逐步成长为自信、熟练的语言使用者。尽管这些益处已得到充分实证支持，泛读与泛听在许多语言课堂中仍未得到足够重视，这无疑错失了促进语言发展的宝贵机会。本讲座旨在：（1）阐述泛读与泛听的基本原理；（2）说明其促进语言学习的主要机制；（3）为教师如何有效将这些活动融入教学提供实用建议。

Numerous studies have shown that students who engage in a significant amount of self-selected reading and listening for pleasure tend to develop more positive attitudes toward language learning. These learners often build larger vocabularies, gain a better understanding of grammar, and become more confident and capable language users over time. Even though there is strong evidence supporting these benefits, extensive reading and listening are still not used often enough in many language classrooms. This is a missed opportunity, as these activities can play a valuable role in language development. The goal of this presentation is to (1) explain the basic ideas behind extensive reading and listening, (2) describe the main ways in which they support language learning, and (3) offer practical suggestions for how teachers can include them more effectively in their teaching.

主讲人简介

Willy A Renandya 博士是语言教师教育专家，在亚洲地区拥有广泛的教学经验。他目前于新加坡国立教育学院 - 南洋理工大学 (NIE-NTU)、新跃社科大学 (SUSS) 及东南亚教育部长组织区域语言中心 (REL C) 担任语言教育类课程教师，同时兼任朱拉隆功大学与武汉大学客座教授。他曾在多个国际英语教学会议（如 AsiaTEFL、IATEFL、KOTESOL、SEAMEO RELC 和 ThaiTESOL）上发表主旨演讲，并在二语教育及二语习得领域著述颇丰，代表作包括《语言教学方法：当代实践选辑》（剑桥大学出版社，2002）和《以学生为中心的协作学习》（斯普林格国际出版社，2019）。他还主持运营名为“教师之声”（Teacher Voices）的大型教师专业发展论坛：<https://www.facebook.com/groups/teachervoices/>。网站：Willy's ELT Corner <https://www.willyrenandya.com>

Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches language education courses in Singapore, including at NIE-NTU, SUSS and RELC. He is also a visiting professor at Chulalongkorn University and Wuhan University. He has given numerous keynote presentations at international ELT conferences, including AsiaTEFL, IATEFL, KOTESOL, SEAMEO RELC and ThaiTESOL. He has published extensively in the area of second language education and second language acquisition. His publications include *Language Teaching Methodology: An anthology of current practice* (2002, Cambridge University Press) and *Student-centred cooperative learning* (2019, Springer International). He maintains a large teacher professional development forum called Teacher Voices: <https://www.facebook.com/groups/teachervoices/>. Website: Willy's ELT Corner <https://www.willyrenandya.com>

课例展示（第四场）

北京时间

10月30日 星期四 20:30-21:30

庞浩

故事化多词动词教学：关系主题词汇教学实践展示

Story-Based Multi-Word Verb Instruction: Relationship Vocabulary Teaching Showcase

唐姜鸿

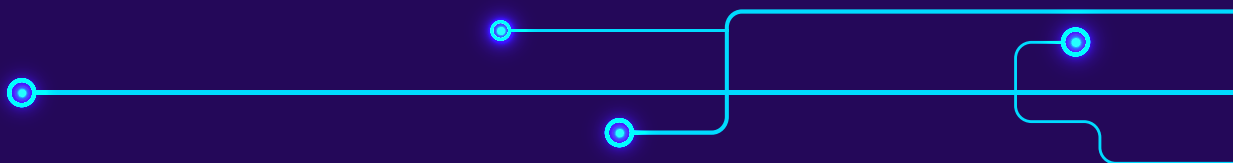
输出导向单元复习：环保倡议书写作教学实践展示

Output-Driven Unit Review: Environmental Appeal Letter Writing Teaching Showcase

谢珊

智慧课堂跨文化阅读：数字化工具构建文化自信教学展示

Smart Classroom Cross-Cultural Reading: Digital Tools for Cultural Confidence Building





Joe Dale

人工智能创新：英语教学中的教学法 工作流程

Innovating with AI: Pedagogical Workflows for English
Language Teaching

北京时间

11月04日 星期二 20:00-21:00

摘要

在人工智能快速发展的时代，英语教师需要既能适应现有技术环境又能保持教学主导地位的灵活框架。本讲座专注于专为中国和东盟地区语境设计的实用、可复制的人工智能工作流程，使用易获取的平台和工具无关的方法。基于英国文化教育协会 TeachingEnglish 报告《英语教师的人工智能活动与资源》（Nik Peachey 和 Ross Crichton 著）的原则，讲座将演示如何使用基于 PREPARE 框架的提示构建器进行战略性规划、创建自动评分测评、开发多模态资源、生成原创音频材料，以及从音频内容制作转录文本。参与者将获得一套实用的人工智能增强工作流程工具包，既节省时间，支持多样化技能发展，又能适应其技术生态系统。

In the rapidly evolving world of AI, English teachers need adaptable frameworks that function within their own technology environments while maintaining strong pedagogical control. This session focuses on practical, replicable AI workflows designed specifically for China and ASEAN contexts, using accessible platforms and a tool-agnostic approach. Drawing on principles from the British Council TeachingEnglish report "AI Activities and Resources for English Language Teachers" by Nik Peachey and Ross Crichton, the session will demonstrate how to plan strategically using a Prompt Builder based on the PREPARE Framework, create self-marking assessments, develop multi-modal resources, generate original audio materials, and produce transcripts from audio content. Participants will leave with a practical toolkit of AI-enhanced workflows that save time, support varied skill development, and remain adaptable to their technology ecosystems.

主讲人简介

Joe Dale 是来自英国的独立语言教学顾问，与语言学习协会和英国文化教育协会等机构合作。他曾主持 TES 现代外语论坛六年，担任 SSAT 语言首席实践者，是公认的技术与语言学习专家。他在世界各地举办研讨会发言和培训课程。最近与英国文化教育协会印尼办公室和 iTELL 合作并共同主持了 10 期网络研讨会系列 "周六科技谈话"。目前担任全国语言教育联盟人工智能项目负责人。Joe 的社交媒体群组 "人工智能语言教学" 拥有超过 6000 名成员。

Joe Dale is an independent languages consultant from the UK who works with organizations such as the Association for Language Learning and the British Council. He hosted the TES MFL forum for six years, served as SSAT Languages Lead Practitioner, and is a regular conference speaker and recognized expert on technology and language learning. He has spoken at conferences and conducted training courses worldwide. He recently organized and co-hosted a 10-part webinar series "Saturday Tech-Talk" in collaboration with the British Council in Indonesia and iTELL. He currently serves as the AI Project Lead for the National Consortium for Languages Education. Joe's Facebook group "Language Teaching with AI" has over 6,000 members.



蒋京丽

英语阅读教学中的课堂评价实践探索

Exploration on the Practice of Classroom Assessment in English Reading Teaching

北京时间

11月05日 星期三 20:00-21:00

摘要

本讲座围绕《义务教育英语课程标准（2022年版）》提出的强调“教-学-评”一体化设计理念，坚持以评促学、以评促教，将评价融入英语教与学的全过程。蒋老师将结合阅读教学案例与教师们探讨以下问题：（1）在实际教学实践中如何理解“教-学-评”一体化？（2）阅读教学中可以融入哪些课堂评价方式？（3）设计和使用课堂评价量规时应注意什么？（4）如何对学生的 learning 成果进行评价和反馈以达到促进其学习的目标？

This session addresses the English Curriculum Standards for Compulsory Education (2022 Edition) concept of emphasizing the integrated design of "teaching, learning, and assessment," with adherence to promoting learning and teaching through assessment and integrating assessment into the entire process of English teaching and learning. Through a reading teaching case study, Ms. Jiang will explore the following questions with teachers: (1) How do we understand the integration of "teaching, learning, and assessment" in actual teaching practice? (2) What kinds of classroom assessment methods can be integrated into reading teaching? (3) What should we pay attention to when designing and using classroom assessment rubrics? (4) How can we assess and provide feedback on students' learning outcomes to achieve the goal of promoting their learning?

主讲人简介

蒋京丽，特级教师，现任北京教育科学研究院基础教育教学研究中心中小学外语教学研究室主任。教育部义务教育英语课程标准修订组核心成员，基础教育外语教学指导专业委员会委员，中国教育学会外语教学专业委员会常务理事兼副秘书长。

Jiang Jingli is a special-grade teacher who serves as Director of the Foreign Language Teaching and Research Office for Primary and Secondary Schools at the Basic Education Teaching Research Centre, Beijing Academy of Educational Sciences. She is a core member of the Revision Group for the Compulsory Education English Curriculum Standards under the Ministry of Education. Additionally, Jiang is a member of the Foreign Language Teaching Steering Committee for Basic Education and serves as an executive director and deputy secretary-general of the Foreign Language Teaching Professional Committee of the China Education Society.



张红玲

设计跨文化能力大赛促进中国跨文化能力教学、评估与研究

Designing an Intercultural Competence Contest to Facilitate ICC Teaching, Assessment and Research in China

北京时间

11月06日 星期四 20:00-21:00

摘要

随着跨文化能力被认定为外语教育的重要目标，本讲座将探讨什么是跨文化能力、如何发展跨文化能力以及如何评估跨文化能力这些关键问题。基于二十年的跨文化能力教学与研究经验，以及《中国学生跨文化能力发展整合模型》（张红玲 & 姚瑶，2020），演讲者将介绍全国大学生跨文化能力大赛，该大赛因其先进的跨文化能力概念化、科学制定的评价标准和创新的比赛任务而在中国获得广泛欢迎。讲座将阐明大赛的概念框架，讨论参赛者在过去十年中的表现和发展趋势，并分析大赛如何激励和促进跨文化能力教学、评估与研究。

With intercultural competence (ICC) recognized as a significant goal of foreign language education, this session addresses the key questions of what ICC is, how to develop ICC, and how to assess ICC. Drawing on twenty years of ICC teaching and research experience and based on the Integrated Model for Chinese Students' Intercultural Competence Development (Zhang & Yao, 2020), the speaker will present the National College Students' Intercultural Competence Contest (SNICC), which has gained substantial popularity in China due to its advanced conceptualization of intercultural competence, scientifically formulated evaluation criteria, and innovative contest tasks. The session will elucidate the conceptual framework underlying the contest, discuss participants' performance and evolving trends over the past decade, and analyze how the contest inspires and promotes ICC teaching, assessment, and research.

主讲人简介

张红玲，应用语言学博士，上海外国语大学教授、跨文化研究中心主任，中国跨文化交际学会副会长。曾为明尼苏达大学富布赖特学者，杜克大学和加州大学伯克利分校访问学者。研究领域包括跨文化外语教学、跨文化教育及培训。主持多项跨文化能力研究项目，发表论文、著作和教材多部。

Zhang Hongling, who holds a Ph.D. in applied linguistics, is a professor and Director of the Intercultural Institute at Shanghai International Studies University, and Vice President of China's Association for Intercultural Communication (CAFIC). She was a Fulbright scholar at the University of Minnesota and a visiting scholar at Duke University and the University of California, Berkeley. Her research interests include intercultural foreign language teaching, intercultural education and training. She has led multiple intercultural competence research projects and published numerous articles, books, and textbooks.

观看须知

本次论坛所有场次均为免费参与，您可在手机上直接通过视频号观看网络研讨会直播。

如何预约

关注微信视频号“BritishCouncil 英语教学”或扫描右方二维码进行预约。
您可选择感兴趣的场次，或查看“全部直播预告”，点击“全部预约”按钮预约所有场次。



如何参会

预约成功后，您可在直播当天通过“BritishCouncil 英语教学”视频号观看。

获取证书

观看讲座直播后，请[填写问卷](#)，即可获得有专属名字和直播场次信息的出席证书。

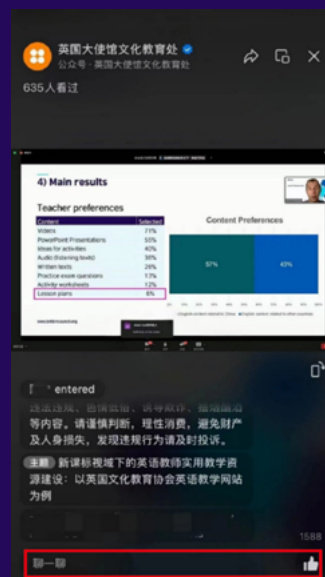
参会注意事项

活动期间与嘉宾互动请您在直播页面最下方留言框内文字提问。

请您在参会期间充分尊重发言嘉宾和其他参与者，避免发表不当言论。不要对任何人使用侮辱性或冒犯性的语言或评论。不要发表包含文化倾向的评论。任何不当评论都将被删除，发表该评论的参与者将被屏蔽。请勿在聊天中分享任何可能导致其他参与者与您联系的个人信息。这包括地址、电话号码和电子邮件地址。不要共享任何网站链接。

直播回放

所有直播都将在名为“TeachingEnglish”的 B 站账号提供视频回放，具体回放网址也将更新至活动官网。



本次所有讲座将在微信视频号“BritishCouncil 英语教学”及哔哩哔哩账号“TeachingEnglish”同步进行直播。

海量英语教学及教师专业发展优质资源，欢迎关注



微信公众号 British Council 英语教学



微信视频号 BritishCouncil 英语教学



哔哩哔哩账号 @TeachingEnglish



微博 @ 英国大使馆文化教育处英语教学



以及小红书 @TeachingEnglish

活动官网

<https://www.britishcouncil.cn/teach/conference/2025Conf>



专为义务教育阶段英语教师和教研员设立的官方交流群

扫码添加 TeachingEnglish 群助手，加入我们的专业学习社区

入群请备注：

- 身份：英语教师 / 英语教研员
- 教学学段：小学 / 初中

群内福利：

- 独家教学资源分享
- 专业发展活动优先通知
- 同行经验交流与答疑

