

Summer School for Taiwanese Teachers of English 2024



Critical Connections

Centre for Language, Culture and Learning

Goldsmiths
UNIVERSITY OF LONDON





Welcome to the **Summer School for Taiwanese Teachers of English 2024**. This summer programme is coordinated by Professor Vicky Macleroy and Asst Professor Yu-chiao Chung. It is organised by the Centre for Language, Culture and Learning, within the Department of Educational Studies at Goldsmiths, University of London. The programme is generously sponsored by the Resource Centre of English, Taiwan.

Vicky and Yu-chiao are research co-directors of the Critical Connections: Multilingual Digital Storytelling Project, alongside Dr Jim Anderson and Assoc Professor Judith Rifesser. This global research initiative, active since 2012, has involved over 50 primary, secondary, and complementary schools worldwide, with contributions from more than 50 lead educators across 15 countries and in over 44 languages.

The summer programme is designed in accordance with the eight guiding principles of language education in the Critical Connections project: interdisciplinary approaches, learner agency, social justice, multiple ways of learning, multiple sites of learning, communication, metalinguistic awareness, and transformative pedagogy.

Venue: Room 220
Margaret McMillan Building
Goldsmiths, University of London



The topics covered include:

- Storytelling and the use of digital technology in language classrooms
- Filmmaking in language teaching
- Integrating drama, poetry, novels, artwork, and artefacts in language teaching
- Using performance poetry and spoken word in language teaching
- Graphic art and comics making in language teaching
- Using creative writing to develop creativity in language learning

Additionally, we will conduct seminars and field trips to foster collaboration with various institutions. At the end of the programme, we will host a mini film festival showcasing the digital stories you create. An award ceremony will also be held to celebrate your hard work.

We hope you enjoy the course and find this to be a transformative journey.

V.P. Haderoy

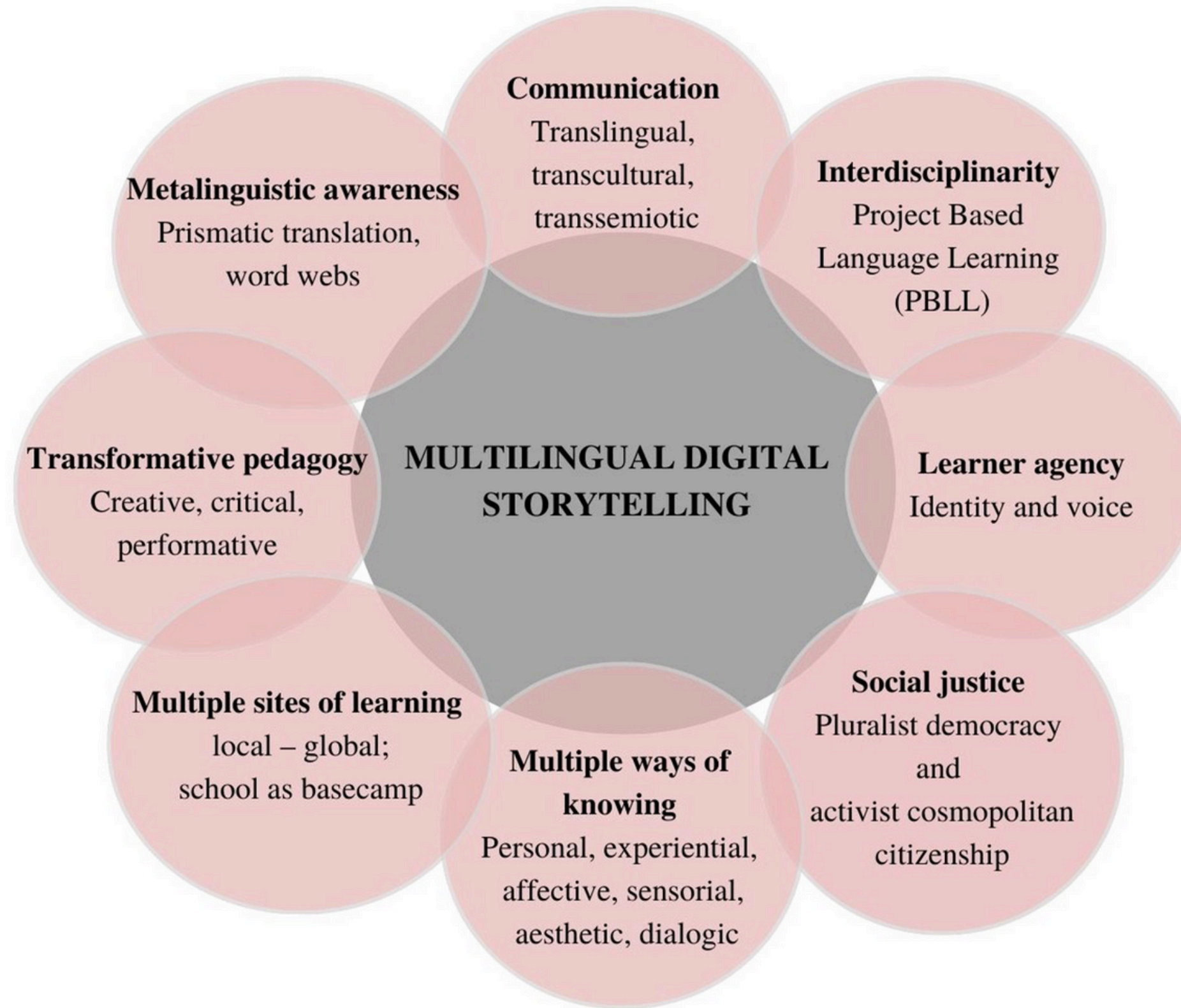
yu-chiao Chung

Programme

Date	6th Tuesday	7th Wednesday	8th Thursday	9th Friday
Morning	Vicky, Yu-chiao Introduction	Michael Vidon Reduce, Reuse, Recycle: Sustainable Language Teaching with Creative Play	Helen Jones Comics in the Classroom	Josh Lacey Teachers as Creative Writers
Afternoon	Judith Rifesser Exploring the Language of Film	Jim Anderson From Critical Intercultural Awareness to Activist Citizenship in Language Education	Greenwich Maritime Museum Working with Objects and Resources	Filmmaking

Programme

Date	12th Monday	13th Tuesday	14th Wednesday	15th Thursday
Morning	Michael Rosen Poetry Workshop	Shakespeare's Globe	Jez Pinfold Engaging Students with Shakespeare and the Canon	BFI Visit
Afternoon	Museum of London Working with Objects Workshop	Filmmaking	Seminar and Group Work	Final Presentation and Certificate Award



6th Tuesday
10:00-13:00

Introduction to the Summer Programme and Critical Connections Project

Couse Coordinator: Professor Vicky Macleroy

Vicky Macleroy is a Professor of Language and Literacy, Head of the MA Children's Literature programme, and Director of the Centre for Language, Culture and Learning at Goldsmiths, University of London. She teaches at postgraduate level on the MA Children's Literature, MA Creative Writing and Education, and MPhil/PhD programmes. She was Head of the PGCE Secondary English Programme at Goldsmiths training English teachers and is a Chartered London Teacher.

Her research focuses on: multiliteracies and digital storytelling; multimodal composition and creativity; language development, poetry and multilingualism; transformative pedagogy and activist citizenship; children's literature and Young Adult Fiction. Underpinning her research is a commitment to research methodologies that embrace collaborative and creative ways of researching.

She is co-director of a global literacy project 'Critical Connections Multilingual Digital Storytelling' (2012-ongoing) that uses digital storytelling to support engagement with language learning and digital literacy and has been applied in over 50 schools in the UK and in 15 further countries.

6th Tuesday
10:00-13:00

Introduction to the Summer Programme and Critical Connections Project

Couse Coordinator: Dr Yu-chiao Chung

Yu-chiao is also one of the research co-directors of the Critical Connections project. She collaborates closely with participant schools in the UK and Taiwan. Additionally, she is a member of the advisory board of the Centre for Language, Culture, and Learning in the Department of Educational Studies at Goldsmiths, University of London.

She obtained her PhD in Bilingualism and Multilingualism from Goldsmiths and holds an MA in English in Education and an MRes in Education from King's College, University of London. Her research interests encompass Project-Based Language Learning, bilingualism and multilingualism, language education, multilingual digital storytelling, creativity in language classrooms, English as a Medium of Instruction (EMI), and TESOL/TEFOL.

She has recently relocated to Taiwan and works as an Asst. Prof. at National Central University. She collaborates closely with National Taiwan Normal University on teacher education for bilingual education. Furthermore, she works closely with bilingual senior high school teachers in Taoyuan as well as the English Resource Centre in Taiwan.

6th Tuesday
10:00-13:00

Introduction to the Summer Programme and Critical Connections Project

We believe that language learning should not be isolated. It is intertwined with the humanities. It should be playful, fun, and creative, with an awareness of culture, care for the community, and a commitment to activist global citizenship.

In this session, we will start by providing an overview of the summer school. We will then explore the Critical Connections project which has developed the design principles underpinning this programme. We will explain the project each group must complete for the final mini film festival.

We will have a tour of the campus and engage in hands-on activities.

For this session, please bring an object that holds special meaning for you or represents you and your culture.

6th Tuesday
14:00-13:30

Exploring the Language of Film

Contributor: Dr Judith Rifesser

Dr Judith Rifesser is a quadrilingual associate professor in education at UCL's IOE Faculty of Education and Society with a specialism in languages, cultural studies and filmmaking praxis. She grew up in the mountains before leaving her little village eager to meet new people and learn more about different languages and cultures. She works as Director of Strategic Learning Futures for the NCLE project. Judith joined Vicky Macleroy, Jim Anderson and Yu-Chiao Chung on the Critical Connections project as Co-Director a few years ago, given her expertise on multilingual filmmaking research and teaching practice. She formerly co-led the PGCE Secondary Languages Programme at Goldsmiths, University of London, and has held teaching and research positions at various institutions, including the Johns Hopkins University, Baltimore, USA where she was also a post-production assistant for the Austro-American film *See You Soon Again* (2011, US/AUT, Lukas Stepanik and Bernadette Wegenstein) which focuses on the educational work of a Holocaust survivor. For her commitment to supporting fellow PhD students and her teaching practice, she received the Southlands College Graduate Award at the University of Roehampton. Her PhD film was the runner-up in the BAFTSS awards 2021 in the category videographic criticism and she has shown her films at cinemas and events spaces in the UK and abroad, including the ICA London and the London Feminist Film Festival. Judith is the president elect of the Association for Language Learning (ALL). She is currently trying to raise her dog Darwin bilingually.

6th Tuesday
14:00-13:30

Exploring the Language of Film

In this session, we will dive into the world of film to explore audio-visual storytelling and learn more about the language of film.



7th Wednesday
10:00-13:00

Reduce, Reuse, Recycle: Sustainable Language Teaching with Creative Play

Contributor: Michaël Vidon

Michaël Vidon is French. He is a spoken word artist, MFL Teacher and Spoken Word Educator living in Sussex, UK. He specialises in multilingual creativity with workshops ranging from translation, poetry writing in two or more languages, or Poems in one language but weaving in other cultures. He is fascinated by the crossovers between language learning, multilingualism and creative writing. He loves navigating the space between meanings with learners while celebrating and elevating their lived experiences and wealth of language.

He is an alumnus of the MA Writer/Teacher and the pioneering Spoken Word Educator Programme at Goldsmiths, University of London. He has worked in a wide range of educational institutions (from Early Years to University) and has been involved with arts organisations such as (EUNIC, Eastside Educational Trust, Stephen Spender Trust, Institut Français of London etc.) His work can be seen online in various magazines (harana, streetcake, iris, etc.), in anthologies (Rewilding, ed. Crested Tit Collective; Stephen Spender Prize Poems) and on his socials as poetry-videos.

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7th Wednesday
10:00-13:00

Reduce, Reuse, Recycle: Sustainable Language Teaching with Creative Play

My first language is French, and I have been learning English since my early teens. I have learnt grammar at school and at university, in seminars and at home watching a LOT of TV series, I have learnt some aspects of British and American history and culture. But it is when I moved to England that I started “living” in English. I was immersed in spoken word but most importantly, I wrote and performed poetry. Exploring poetry through writing, performing and teaching all contributed to my growth as a language speaker and teacher.

In this session, I will take you through a range of activities that have shaped my journey to proficiency and that engage students who are learning a language or literature. We will "reduce" with simple prompts and constraints to express ourselves without fear ; we will "reuse" English language in authentic sources (from songs, poems and raps to found text and translations) ; and we will "recycle" our experiences, cultures and languages in individual and collaborative poems.

These activities lend themselves to be stand alone lessons but can also be weaved through your curricula to offer purposeful, unthreatening and fun ways for students to express themselves in English. They are also a way for you as educators to connect with your own interests and creativity, making your teaching experience exciting, unexpected and fulfilling: in a word sustainable!

The session is hands-on, so be “prepared” to play, write and share with each other.

Please bring:

- A song, rap or poem you like in English
- A song, rap, poem you like in a language you know
- An idiomatic expression that means a lot to you (preferably metaphorical). Eg: “coup de foudre” = literally “strike of lightning” / metaphorically = “ love at first sight” or “être malheureux comme les pierres” = literally “to be unhappy like stones” / metaphorically “to feel deep sorrow”.
- something to write on (laptop, phone, tablet... or a notebook). Whatever feels comfortable and natural.

7th Wednesday
14:00-16:30

From Critical Intercultural Awareness to Activist Citizenship in Language Education

Contributor: Dr Jim Anderson

After 20 years working as a secondary Languages teacher (French and German) in London (with periods in France and Germany teaching English as a Foreign Language to adults), I moved into teacher education as school-based mentor and then university tutor at Goldsmiths, University of London. At Goldsmiths I contributed to initial teacher education for teachers of various languages including Mandarin Chinese as well as teaching on Masters courses related to multilingualism and as doctoral supervisor. My research interests developed around theories and methods of second language learning and bilingualism, including Content and Language Integrated Learning (CLIL); multilingualism and digital literacy; creative and critical pedagogy including arts-based approaches to language education; heritage language education and language policy. Underlying this has been a commitment to an integrated and inclusive approach to language and literacy education incorporating the areas of foreign and community/heritage language learning as well as English as an Additional Language and English mother tongue. Since 2012 I have co-directed the Critical Connections: Multilingual Digital Storytelling Project. I am a Fellow of the Association for Language Learning, a member of the Heritage Language Global Think Tank and of the UK Home, Heritage, Community Languages Advisory Group. Now 'semi-retired' I remain active as Visiting Research Fellow at Goldsmiths. Contact me at: jimandgold@gmail.com .

7th Wednesday

14:00-16:30

From Critical Intercultural Awareness to Activist Citizenship in Language Education

Is foreign language education a neutral pursuit based simply on mastering an alternative code for communication or does it entail deeper personal, social and moral goals? Should it present a 'picture postcard' view of culture or a deeper, more differentiated and more critical perspective? Should language/culture 2 be treated as something separate from language/culture 1 or are both involved in an interactive process of meaning-making and identity construction? Importantly, can FL learning contribute to building the attitudes, understanding and skills required for young people to actively contribute as citizens in local and international contexts? Against the background of significant recent research we will discuss these questions and their implications for pedagogy reflecting on the extent to which they apply in the context of a Taiwanese 'culture of learning'. We will then examine the approach to language and culture adopted within the Critical Connections project and discuss how this is reflected in films made by young people in Taiwan.

PRE-SESSION SELF-REFLECTION TASK

- In your English (EFL) learning journey does any cultural experience stand out for you?
- Should language learning involve a cultural component?
- Have you experienced culture shock?
- Has learning English changed you as a person? In what ways?

** Pre-reading: https://drive.google.com/file/d/1orIXBBGWyBceGN_XQ19a5BG0JDHB5nwC/view?usp=drive_link

8th Thursday
10:00-13:00

Comics in the Classroom

Contributor: Helen Jones

Helen Jones is a PhD student at Goldsmiths University, conducting an action research project to explore children's comics making, extra-curricular spaces for learning and the use of comics in education. Helen co-edited and contributed to the book *Children's Literature In Action* (2022), a publication which sets out to showcase outstanding examples of action research projects produced by the students taking the MA Children's Literature at Goldsmiths, University of London. Helen has published her work in both academic and non-academic publications spanning both comics studies and educational studies, for example *Studies in Comics and English 4-11*. Helen is a lecturer in Primary Education at the Institute of Education, UCL's Faculty of Education and Society. Prior to this she was a teacher in primary schools in London for twelve years. Helen currently runs an after-school comics club for children in a local primary school. She has three children who are all enthusiastic readers and makers of comics and graphic novels.

8th Thursday
10:00-13:00

Comics in the Classroom

This workshop will introduce you to creative and engaging ways of making, thinking and learning through comics. Through hands-on activities we will explore how 'the medium we think in defines what we can see' (Sousanis, 2015).

Each part of this workshop will involve you thinking about the medium of comics through making comics.

Course PPT:

<https://docs.google.com/presentation/d/1wunxhWYAE5rgv7g4EvnkCF2FONIFCJrH/edit#slide=id.p1>



9th Friday
10:00-13:00

Teachers as Creative Writers

Contributor: Josh Lacey

Josh Lacey studied English at Cambridge, then worked as a literary journalist before writing his first book for children, *A Dog Called Grk*. He has now written more than forty books which range from picture books (*The Pet Potato*, illustrated by Momoko Abe) to early readers (*The Dragonsitter*, illustrated by Garry Parsons) and middle-grade adventure stories (*The Island of Thieves*).

His books have been published in the US by Little Brown, Pan Macmillan, and others, and translated into more than 20 languages around the world.

He teaches creative writing at City Lit, where he teaches a workshop for writers who are working on children's books, and an introduction to writing for children. He often visits schools to talk about his books and teach creative writing to both children and teachers.

9th Friday
10:00-13:00

Teachers as Creative Writers

In the most popular TED talk of all time (with eighty million views), Professor Ken Robinson said that “schools kill creativity”. Is that really true? I don’t think so - and in fact, I believe that teachers can foster and encourage creativity, and help children to find ways to express themselves creatively.

This workshop will treat teachers as creative writers, encouraging them to write their own poetry and prose, writing either for children or for adults.

I will encourage the participants to think of themselves as creative writers. I will work with them on their own creativity and their own writing, giving them tools and strategies for developing their own skills as writers.

I hope teachers will not only experience the pure joy of creativity, but also gain confidence as writers, and be able to pass on this enjoyment and self-confidence to their pupils.

12th Monday
10:00-12:00

Poetry Workshop

Contributor: Professor Michael Rosen

Michael Rosen, Professor of Children's Literature at Goldsmiths University of London

I was born in 1946 in the north London suburb of Harrow.

My parents were school teachers but both became teacher trainers. Later in life my father became Professor Language and Literature in Education at the Institute of Education, University of London.

I studied English Language and Literature at Oxford University. Later in life, I received an MA and then Ph.D.

I write books for children and adults and I perform these in schools, colleges, book festivals and libraries.

I also do broadcasts on the radio, mostly for BBC Radio 4 with a programme about spoken language called 'Word of Mouth'.

I'm on Wikipedia and I have a website (www.michaelrosen.co.uk), a YouTube Channel 'Kids' Poems and Stories with Michael Rosen'.

12th Monday

10:00-12:00

Poetry Workshop

What to bring to the session:

It would be useful to bring any poems that you like to the session. Choose poems that you enjoy and like. These can be in a book or as photocopies.

They can be in any language, your own, English or in any other, so long as you can translate them. It would be great to have some poems in eg Mandarin or any other Chinese language.

Apart from that, you may find useful the following books which are available through my website. Just click on the button 'Books'.

If you read either of the first two before you come to the session, you'll get much more out of the session.

'What is Poetry?' (Walker Books)

'Poetry and Stories with Primary and Lower Secondary Schools' (self-published)

There is also a book that is an edited version of many of my articles about children's literature, poetry and education. It's called 'What is a Bong Tree?'.

14th Monday
10:00-13:00

Engaging Students with Shakespeare and the Canon

Contributor: Jez Pinfold

Jez Pinfold studied for his Secondary English PGCE at Goldsmiths, followed by a Master's in Education, with a particular interest in critical literacy and the use of Media in English. He taught English, Media Studies and Film Studies in Lewisham for twenty-five years. His other interests include creative writing and his first novel was published last year.

At Goldsmiths he is a Lecturer in Education, is course leader for the PGCE English course and also teaches on the MA in Children's Literature, the MA in Creative Writing in Education and the SCITT programmes.

14th Monday

10:00-13:00

Engaging Students with Shakespeare and the Canon

This will be a participatory session where we will look at practical strategies in the classroom, using media and drama approaches to teach Macbeth.

** Participants will need to have read (or re-read/watched) Macbeth before the session and, if possible, bring a copy of the play to the session.

** <https://www.folger.edu/explore/shakespeares-works/macbeth/read/>

Participants

Shih, Yongting, English Teacher at National Experimental High School at Central Taiwan Science Park

Having taught English in a local high school for 13 years and received training in Taiwan's English Education Resource Center for 7 years, I find my life always intertwined with teaching and learning. As a multilingual teacher and learner, I am more than willing to share my fun and tips on learning languages and help my students become a global traveller without language barriers. Graduated from English Department with a minor in History at National Taiwan Normal University and then the MA Program in TEFL at Tunghai University, I am enthusiastic about language instruction and transcultural studies.

My name is **Lin, Yu-fan**, and I have been dedicated to teaching English at Taipei Municipal Zhong Zheng Senior High School for years. I appreciate a simple life, delighting in hiking, traveling, reading, and watching TV series. Although stepping out of my comfort zone is nerve-wracking and challenging, I am committed to lifelong learning and enriching my classroom with meaning and variety. I eagerly anticipate acquiring new insights and experiences from this trip and integrating them into my teaching to make learning English more engaging and inspiring.

Participants

Joyce Chen (Hsiao-Ting, Chen)

Having been an English teacher in high school for about 20 years, I'm still struggling with the following challenges: how to keep my students interested in learning English, how to help them develop the ability for self-directed learning, and how to guide them to use English as a tool to know the world. Therefore, keeping exploring and working with peer teachers are what supports me. And so far, I really enjoy my job as a teacher.

My name is **Ling-Ru Wei**, and my English name is **Julianne**. I have been teaching English at a private school in Taichung for nearly 30 years, and I still love the work. I enjoy challenging myself and exploring innovative learning methods. Currently, I want to learn more about the course direction and relevant instructional strategies for effective bilingual education. Additionally, I aim to challenge myself further and enhance my oral skills. I am working hard to improve my spoken English and teach in an all-English classroom. I look forward to learning from everyone, and I appreciate your guidance.

Participants

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Debby (Dai-Yun Wu)

With nearly 8 years of experience as an English teacher, I am dedicated to creating an engaging and supportive learning environment. As an active learner myself, I continually seek new ways to enhance my teaching methods. Conscientious and hardworking, I always try my best to do everything well. I am also a kind and loving person, which somehow fosters a welcoming classroom atmosphere where students feel valued and motivated. In addition, I like to incorporate multimodal materials and tools along with English songs to make my English classes both fun and effective, in hopes of lowering students' English learning anxiety.

Participants

My name is **Jeff Feng (Feng, Kuan-Chieh)**. I have been teaching at Ren-Ai Agricultural Vocational Senior High School (RAVS) for eight years. RAVS is a small, remote vocational high school, where most of the students are indigenous. Given the low motivation among students for learning English, I constantly seek ways to boost their enthusiasm. Incorporating technological tools is one of my primary strategies and a personal interest of mine. Currently, I am working on my thesis for my graduate studies at National Taiwan Normal University, where I am pursuing a Master's degree in Teaching English as a Second Language.

Wang, Pei-Chi (from Taipei Municipal Lishan High School)

I've been teaching English in the senior high school for more than 20 years. I did my master's degree in TESOL at the University of Sydney in Australia. I have completed two-week training at NanYang Technological University in Singapore on TEIE (Teaching English in English). Being an English teacher is one of the best things in my life. I believe that language is the least heavy, yet the most powerful tool in the world. It connects people around the world, opening a window to different cultures. Language allows me to keep learning, keep growing, and keep shining. I am also a mother of two teenage girls. Thanks to my husband and family, I can be who I am and surrounded by love!

Participants

Cindy Hsieh (Hsieh, Tsai-Yun)

I have been teaching English for nine years, working with students from junior high to senior high. Last year, I completed my master's thesis, which focused on the professional development of bilingual teachers. I'm currently teaching at Taipei Municipal Yang Ming High School where students' English proficiency ranges from beginner to intermediate. In the upcoming semester, I'll be serving as the head of the English department. I aim to keep refining my teaching methods and tools to help students develop a passion for learning English.

I have never studied abroad so I am really excited to join this program at Goldsmiths, University of London, to further my professional development. I hope to bring back innovative teaching strategies that will benefit my students and share what I have learned with my colleagues.

Laura Wei graduated from the Department of English Language and Literature at National Taiwan Normal University, with her thesis focusing on phonology. She has been an English teacher at Taichung Municipal Wen-hua Senior High School for 30 years. She also serves as a lead teacher at the English Education Resource Center, supported by the Ministry of Education, where she acts as an expert resource, mentor, and counselor for new and developing teachers nationwide. Dedicated to improving the teaching profession, she provides practical advice and helpful solutions to other teachers through lectures and workshops. Additionally, in 2015, she was invited by the National Academy for Educational Research to help draft the national core curriculum.

Participants

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Participants

Rick (Chang, Rong-Feng) From New Taipei Municipal Hsin Chuang Senior High School

My name is Rick. I am passionate about English language learning and teaching. Teaching is always regarded as a calling to me. I obtained my master's degree in TESOL at National Taiwan Normal University. I am also a PhD student who is researching digital learning and education at National Taiwan University of Science and Technology.

I have been teaching English in senior high school for eleven years. I am always keen on the latest English teaching methodology. I have participated in teacher professional development programs at the University of Queensland and Nanyang Technology University. As for professional development, I also have been a seed teacher in the English Education Resource Center to learn the latest teaching issues from experienced teachers. In my belief, helping students to know this wonderful world and enriching students' life experience via English is my ultimate goal for being a teacher. I am so excited about learning at Goldsmiths, University of London.

Jenna Luo (Wanchen Luo)

English Teacher at Changhua County Tianzhong Senior High School

Having taught English to students with varying levels of proficiency, I am still trying to find the best way to satisfy my students' learning needs. The training at Taiwan's English Education Resource Center has allowed me to broaden my knowledge and remain open-minded about language learning and teaching. These experiences and training have also encouraged me to accept new challenges and design elective courses. I hope that my students can have fun while learning English efficiently and effectively.

Participants

Jenny Lin (Lin, Ching Ying)

My name is Lin Ching Ying, and my English name is Jenny. I originally planned to teach English in junior high schools, but the path of my fate has brought me to teach senior high students for 18 years. I spent the first 12 years of my career in Chiayi County, teaching students whose English proficiency ranges from beginners to intermediate.

Then, luckily, I went back to my hometown Kaohsiung City to teach 7 years ago. It's nice to come home though my students here are mostly smart boys aged from 15 to 18 (Maybe it's a little bit unfortunate). I spent some time getting familiar with my students, understanding their learning profiles, and still trying to strike a balance between my ideal way of teaching and my students' needs of preparing for college entrance examinations.

With the advance of technology and its impact on language learning, especially the LLM AI such as ChatGPT or Gemini, sometimes I feel confused about whether I am too conservative about using these tools or whether I am on the right path of focusing more on the course content than the tools I introduce to my students. With the diverse courses offered by Goldsmiths, I am looking forward to participating in the programs, learning with my fellow partners, and bringing all the inspirations from the visit back to nurture my following career.

Participants

Shih Chi Wu is currently the English teacher of The Affiliated Senior High School of National Taiwan Normal University, and also credited as an Lead Teacher of English Education Resource Center of MOE since 2010.

With EFL teaching experience for 20 years, Ms. Wu specializes in reading education, course design, and teacher training. For the past decades, she has been participating in the national English curriculum development, and administering Professional Learning Community development, and has delivered speeches and workshops nationwide. As a mother of three, In 2018, Shih Chi Wu founded an online Facebook club Read to Love, Love to Read, aiming to promote family involvement in reading education. The number of the members has steadily risen over the past years. There are currently 11,000 members in the family literacy club. [[Shih Chi Wu's fan page](#)]. Her favorite leisure pastimes are traveling, jogging and camping.

James Shih graduated from the Department of Foreign Languages and Literature at National Sun Yat-sen University, with his master thesis focusing on Kazuo Ishiguro's *The Remains of the Day*. He has been an English language teacher at National Beigang Senior High School for 10 years. With his enthusiasm for the English language and literature, he has been trying to promote extensive reading and motivate low-achieving students to learn better. In addition to core English courses for senior high school students and vocational high school students, he also offers elective courses including SDG 5: Gender Equality, News in English, and English Novels. With commitment to professional development, he is also a seed teacher of the English Education Resource Center, where he explores the latest TESOL and education issues with other experienced English language teachers nationwide.

Participants

Yuan Yu Hsuan

Hi! I am Joanne, teaching at National Keelung Senior High School. So far, I have taught English for 10 years. I have stayed in many cities and schools and finally became a formal teacher the year before last year. After many years of effort, I realized how much I cherish and love this job, whenever sometimes students are not always that cute. However, teaching is a kind of output, we need to prepare, study, and look for some information for our students and our teaching. However, we seldom nourish ourselves with something new and fresh, we need some input to nourish ourselves and learn something new. I would like to learn new things and cooperate with others, since I am a very talkative person, I sometimes may be a little noisy (🗣️🗣️ sorry for that) I look forward to this trip learning with you all.