Conference Report on the 2018 International Conference on Teaching and Researching EFL Writing
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With a keen interest in EFL writing research, I attended the 2018 International Conference on Teaching and Researching EFL Writing at Nanjing University from Oct. 12 to Oct. 14. This conference was centered around identity in second language writing and included numerous accomplished and productive researchers in this field who held workshops and gave plenary speeches. Among the distinguished guests were Paul Kei Matsuda (Professor of English and Director of Second Language Writing at Arizona State University), Christine Tardy (former editor of the *Journal of Second Language Writing*), Ken Hyland (founding co-editor of the *Journal of English for Academic Purposes* and co-editor of *Applied Linguistics*), Zhang Jun (editor of *System*), and Wen Qiufang (Professor of Applied Linguistics at Beijing Foreign Studies University, Vice President of Asia TEFL and Vice President of China Association for Comparative Studies). Over 600 scholars, teachers and students from China and abroad participated in the conference, contributing brilliant ideas and interesting research findings to the event.

I gained lots of insights into submitting papers to international academic journals from Christine Tardy's workshop entitled "Publishing in the *Journal of Second Language Writing*". In particular, I learned things like what determines fit with a certain journal, what topics are under-researched and valuable, and the framing of the paper. This workshop demystified the review and publishing process of the *Journal of Second Language Writing*. In addition, I liked Wen Qiufang's plenary speech "Pedagogical Applications of Identify Theory to Teaching EFL writing: Innovative Efforts in the Production-oriented Approach". She focused on the common problem of writing tasks lacking communicative contexts and identity specification in the EFL classroom in China. According to Prof. Wen, students become familiar with various writing techniques, but they are weak in reader-awareness and fail to write for real communication. Prof. Wen summarized the pedagogical recommendations of researchers of writer identity for EFL writing teachers. Then she used examples from the POA to demonstrate the possibility of applying identity theory pedagogically to EFL writing. I was impressed by Prof. Wen's elaboration on the three key elements of good writing tasks (purpose, setting and topic), and by the three steps of effective writing instructions (motivating, enabling and assessing). These suggestions illuminate what a successful EFL writing class looks like and will have a far-reaching effect on my EFL writing lesson plans.

I strongly believe that peer review can empower students to be competent EFL writers, but it is not common to see the expected learning outcomes reached through peer review in the actual EFL writing classroom. Therefore, last year, I probed into this problem and conducted research on the efficacy of peer review training on improving students' peer review skills. At the conference, I delivered a poster presentation based on the research, with a focal point on the best way for teachers to give feedback during peer review training in the EFL writing classroom. I received some constructive feedback in terms of data collection and discussion, which will lead to a more profound investigation into this topic in the near future.

The three-day fruitful conference enhanced the combination of second language writing instruction and research. I not only learned how to find viable research topics and adopt appropriate research methods, but also got tons of inspiring instructional means for developing students' writing skills. I am deeply thankful for being able to participate in such a high-quality conference with the generous support of the ELC.