

Report on 2021 Global English Education China Assembly

July 22-25, 2021

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Organized by China Daily in partnership with academic institutions in China and elsewhere, the *Global English Education China Assembly* is a high-level international English Language Teaching (ELT) event in China. It was my second time attending this Conference. Although I could not have face-to-face interaction with experts since I could only attend online, I still benefited from their informative speeches, workshops, demonstrations, and paper presentations.

Global English Education China Assembly, 2021, was held in Hangzhou, China, on 22-25 July 2021. At the Conference, I gave a paper presentation titled *The Application of Schema Theory in Teaching Listening Comprehension to Non-English Major Postgraduates: An Action Research Approach*. In fact, it was the second time I had conducted a study on applying Schema Theory to the teaching of listening. Grounded on Schema Theory, listening comprehension is an active process of interaction between prior knowledge and new information. Based on data collected from questionnaires, interviews, listening tests, and classroom observations, the new listening teaching mode based on Schema Theory can enrich non-English major postgraduates' linguistic and non-linguistic knowledge, and improve their listening strategies and their performance in listening.

Attending such a big event has been a valuable opportunity for academic communication. More importantly, it provided me with a precious chance to learn from others, thus improving my teaching and research. The keynote speakers delivered very informative speeches. For example, *The Production-oriented Approach: An Innovative Pedagogy in China*, by Prof. Wen Qiufang; *Learning through Cultures of Learning in Global English Education*, by Prof. Jin Lixian, and *Fundamentals of Language Acquisition*, by Prof. Stephen Krashen. They were very impressive and inspiring, but sometimes it was difficult to understand them well, and it took time. However, compared with these speeches, which are given from a more macro perspective, perhaps the presentations or workshops focusing on a certain skill or on a specific teaching method or activity were more comprehensible and could be used in my teaching practice with some adjustments. Among them, Hetal Ascher's workshop titled *Fun Creative Writing Activities for the ESL Classroom* impressed me the most.

The presenter shared some writing activities in the workshop, including Radio Dramas, Gif-y sentences, and Round Robin Writing. The activity related to radio dramas may be more suitable for online teaching, which can help engage students in

the class when you cannot “see” them during online sessions. As for the second activity —Gif-y sentences— I think it can be useful to practice a certain sentence structure or grammar point. Maybe I can use this activity to help my PG Foundation students practice certain grammar points in the coming semester because they have low English proficiency and frequently make grammatical mistakes. I like the third activity since it is creative. It also helps students to take “coherence” into consideration when writing. In this activity, each student contributes one sentence to the story. When students begin to write their sentences, they need to consider coherence and transition between their own sentences and those written by former students. In this workshop, this activity was done in written form. Undoubtedly, it can help students practice writing and involve students who are too shy to speak during the exercise. However, I think it is also feasible in oral form, thus helping students practice speaking. In the coming semester, I will try this activity.

I would like to mention something else: I once again met Prof. Don Snow, our former ELC director! He delivered a speech on independent language learning, which I am interested in. He emphasized the importance of “making a sustainable plan” in his speech. This is also an important point that I told students, including those in my own class or who came to the service “How do I improve my English” in CILL.

As far as I am concerned, attending a conference is a good academic opportunity and an excellent chance to reflect on my teaching. By learning from others and reflecting on my own teaching and research, I hope I can make further progress.