

Report on 2021 Global English Education China Assembly

July 22-25, 2021

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The 2021 Global English Education China Assembly was held at Hangzhou International Expo Center between July 22-25. The conference provided an excellent platform for English educators and linguistics researchers to exchange teaching ideas and academic insights, and it was organized by China Daily in partnership with academic institutions in China and other countries. The theme of this year was Innovation and Integration, New Perspectives for English Education in China.

An interesting feature was that the conference was an online-offline hybrid event, allowing participants to review all speeches and presentations afterward. I had a great experience as an on-site listener and presenter and reviewed all other online sessions I had to skip during the conference, which gave me plenty of new ideas for teaching and research.

Prof. Stephen Krashen delivered one of the most impressive speeches kept in my notebook. He first reviewed some of his concepts in second language acquisition, then presented two basic but essential ideas: language acquisition should be painless and effortless, and language is better learned from stories. He mentioned there was no necessity to “force” students to speak and write (output) until teachers make sure students are ready to do so, which means that enough language input matter more. Specifically, language learners may choose to listen/read graded readers of their interest, gradually upgrade their input, and then achieve a higher level of language use. Stephen Krashen’s ideas really inspired me because I was on the way to learning my second foreign language, and I was doing exactly as he suggested it should be done. As a language learner and teacher, I agree with him and am willing to apply his theories in my teaching.

Prof. Shu Dingfang made another informative speech. He introduced a top-bottom English education system in Shanghai, the pioneer education reform in China, and how it has worked effectively in the past five years. He mentioned education equality, English learning resources in Shanghai, and the difficulty of promoting the Shanghai system to other regions. I was particularly amazed by Shanghai middle school’s advanced teaching and supervising system.

When reviewing the class demonstrations on the conference website, many high school teachers showed me high-quality teaching practices in which their students enjoyed themselves.

This conference is truly a high-level international English language teaching event in China, and I really learned a lot, as evidenced by an overloaded notebook.

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