

# A Report about My Experience in the Global English Education China Assembly

By Silvia Zheng

From July 22-25, I got an opportunity to attend the Global English Education China Assembly in Hangzhou, organized by China Daily and other academic institutions at home and abroad. The conference aims to strengthen the connections between China and other countries internationally in the area of English Education and provide educators with an international, professional, high-ended platform to communicate and exchange ideas. The 2021 conference invited experts, teachers, and staff from English education institutions to share thoughts and learn from each other. I feel grateful to have joined this brilliant event during my summer, which makes it an unforgettable experience.

As a presenter, I delivered a paper presentation titled “Using Scaffolding Strategy in Cultivating Critical Thinking Skill of University Students in the College English Course”. In my sharing, I mainly went over the background of the study, some key concepts, such as the definitions of critical thinking, the hierarchy model, scaffolding strategy and my classroom practice in using the strategy. The conference organizers recommended that I present this paper at the Tesol Elevate 2021, on July 26-30. I accepted the invitation and was honored to make a more extended presentation there.

As a participant, I took part in all the keynote speeches at the conference. I was inspired by many scholars, like Prof. Wen Qiufang, Prof. Shu Dingfang, Prof. Patricia Duff, Prof. Paul Kei Matsuda and Prof. Stephen Krashen. In Prof. Wen’s speech, she talked about the production-oriented approach. As we know, Prof. Wen is the initiator of POA. She and her team develop the theory of POA and have used the theory to guide many projects and develop teaching materials. Although I have listened to her other speeches on the same topic, I still find some new ideas and inspiration from the speech. For example, she talked about the teaching principles included “learning-

centered”, “input-output integration” and “whole person education”. I think these ideas can be very useful guidelines in designing the lesson. Her approach also guided teachers to think about the teaching processes (i.e. motivating, enabling, and assessing).

I was also impressed by Prof. Paul Kei Matsuda’s “Reexamining Grammar Feedback and Assessment in Writing Instruction” speech. As a teacher, we have to give students feedback on their writing. In Paul’s speech, he answered the question: do teachers need to correct students’ grammar errors? I was inspired by his idea that “*feedback does not guarantee learning*”. I agree that sometimes correcting grammar mistakes in students’ writing is unnecessary. According to my past experience, even when we corrected grammar errors in students’ essays, students were still likely to make the same/similar mistake next time. It triggered me to think deeper about how to provide feedback on students’ writing and how to encourage grammar learning, especially for lower-level students.

In conclusion, I feel it is a great chance to attend the conference and share my ideas with teachers from different universities. I really appreciate the tremendous support from our Center and our University. I will review what I have learnt and seek self-improvement in the future.