



CAMTESOL

22nd Annual CamTESOL Conference on English Language Teaching

The Future of English Language
Teaching in the Digital Era: Empowering
Teaching & Transforming Learners

06-08 February 2026, Phnom Penh, Cambodia



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IELTS

Preface



Mr. MAO Sreng

CamTESOL Convenor

Country Director, IDP Education and the Australian Centre for Education

On behalf of the Organizing Committee, it is my pleasure to welcome you to Phnom Penh for the 22nd Annual CamTESOL Conference on English Language Teaching, held from 6–8 February 2026. This year's theme, "The Future of English Language Teaching in the Digital Era: Empowering Teaching and Transforming Learners," addresses the evolving landscape of English language education and the integration of digital tools and technologies in teaching and learning. It serves as a call to action for all members of the ELT community, emphasizing the need to embrace change, foster innovation, and open new pathways for collaboration.

With over 21 years of success, CamTESOL continues to be a premier platform for exchanging innovative ideas and best practices in ELT. It plays a vital role in strengthening and expanding the network of ELT professionals across Cambodia, Southeast Asia, and beyond.

As we mark our 22nd anniversary, we are excited to host an expanded in-person conference with broader scope and scale. This year's program features plenary discussions on emerging best practices, AI in education, future-ready skills, well-being, and industry trends, led by distinguished local and international experts, world-class researchers, educational innovators, policymakers, and QA bodies, all sharing actionable insights to shape the future of English language teaching.

Since its establishment in 2005, CamTESOL has gained invaluable support from globally renowned education partners, institutions, corporations, and generous individuals. Their contributions have enabled thousands of Cambodian and ASEAN ELT teachers to attend the conference, fostering professional growth and development across the region.

We sincerely appreciate the strong support of the Ministry of Education, Youth & Sport, as well as the Australian, British, and U.S. Embassies to Cambodia, and extend gratitude to the broad range of institutions and individuals involved in ELT at the national, regional, and international levels for their financial, technical, and in-kind support. Their contributions have been instrumental in the steady growth and impact of CamTESOL over the past two decades.

Your presence at this conference strengthens our shared commitment to building a meaningful, sustainable, and future-focused forum for English language education in the Asia-Pacific region.

We hope you enjoy the conference and your stay in Phnom Penh.

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Notes on CamTESOL Editing

Until 2014, the editing policy for CamTESOL was to follow Australian spelling and punctuation conventions, which tend to follow the British. Abstracts and biodata were also substantially standardised in expression. However, this policy was revised in the general discussion following the 2014 conference. English has become a global language, with an increasing number of varieties. It is now well known that the majority of interactions in English occur between non-native speakers of the language. For that reason, imposing a unified spelling system or system of expression appears out-of-date.

It was therefore decided that the editing of biodata and abstracts should respect the spelling conventions used by the writer and also provide for a variety of expression. With the exception of variations in the use of a comma before “and”, punctuation has generally been edited to achieve consistency of appearance and to support reading, especially for the benefit of conference participants who do not have an academic level of English. Conventions used in this CamTESOL document include:

- All presenter names follow the Cambodian convention of family name first, followed by given names. Block capitals are used for the name(s) designated by the presenter as the family name, if there is one
- “Vietnam” and “Hanoi” follow the usual English single word version. Other Vietnamese place names are not combined (e.g. “Can Tho”)
- The various versions of “United States of America” have been standardised to “USA” (noun) and “US” (adjective)
- Acronyms are given in block capitals without punctuation (e.g. “USA”)
- “Southeast Asia” is standardised as two words in accordance with ASEAN usage
- Punctuation of numbered lists has been standardised

Abbreviations

Conference Stream

CMD	Curriculum and Materials Development
EAP	EAP & ESP
EP	Editing and Publishing
TEC	EdTech
EAR	ELT in the ASEAN Region
IND	Independent Learning
ACQ	Language Acquisition
LP	Language Policy
LRS	Language Research Stream
LTA	Language Testing and Assessment
MET	Methodology
MOT	Motivation
PD	Professional Development
QAL	Quality Assurance and Leadership
SPE	Teaching Speaking
LIS	Teaching Listening
REA	Teaching Reading
WRI	Teaching Writing
GR	Teaching Grammar
VOC	Teaching Vocabulary
TYL	Teaching Young Learners

Abbreviations Used in Abstracts and Biodata

ANOVA	Analysis Of Variance (statistics)
ASEAN	Association of Southeast Asian Nations
BA	Bachelor of Arts
BEd	Bachelor of Education
BSc	Bachelor of Science
CALL	Computer Assisted Language Learning
CELTA	Certificate in English Language Teaching to Adults
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
DELTA	Diploma in English Language Teaching to Adults
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
iBT	(TOEFL) Internet-based Test
ICT	Information and Communication Technology
IELTS	International English Language Testing System
IT	Information Technology
L1	First language
L2	Second language
MA	Master of Arts
MEd	Master of Education
MTESOL	Master of TESOL
NGO	Non-Government Organisation
NNEST	Non-Native English Speaker Teacher
PhD	Doctor of Philosophy
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication
TPR	Total Physical Response

Plenary Speaker



Dr. Willy A. Renandya
Language Teacher Educator
NIE-NTU, SUSS and RELC
Singapore

“Pedagogy First, Technology Second: Rethinking ELT Priorities”

Technology is now a common feature in language classrooms, from mobile apps to virtual and augmented reality tools. While it offers clear benefits in areas like pronunciation and increased language use, its overall impact on language proficiency remains unclear. Some studies report strong gains in vocabulary, writing, and speaking, but closer analysis often reveals weak research designs. For example, improvements seen in AI-supported tasks, Wiki-based writing, AR- supported speaking tasks (as reported in recent meta-analysis studies) are often due to collaborative learning or interactive practice, not the technology itself. This presentation argues that the use of technology must be guided by key ELT principles such as meaningful input and output, fluency practice, learner engagement, form- focused instruction and a commitment to prolonged language practice. Without grounding in these core ELT principles, technology alone is unlikely to lead to significant or lasting language learning gains.

Biography

Dr. Willy A. Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches language education courses in Singapore, including at NIE-NTU, SUSS and RELC. He is also a visiting professor at Chulalongkorn University and Wuhan University. He has given numerous keynote presentations at international ELT conferences, including AsiaTEFL, CamTESOL, IATEFL, KOTESOL, SEAMEO RELC and ThaiTESOL. He has published extensively in the area of second language education and second language acquisition. His publications include *Language Teaching Methodology: An anthology of current practice* (2002, Cambridge University Press) and *Student-centred cooperative learning* (2019, Springer International). He maintains a large teacher professional development forum called Teacher Voices.

Plenary Speaker



Prof. Wayne E. Wright

Associate Dean for Research, Graduate Programs, and Faculty Development
College of Education, Purdue University
USA

“Viewing and Teaching English Language Learners from a Multilingual Lens”

Traditionally researchers in second language acquisition (SLA) and teachers of English to speakers of other languages (TESOL) have viewed language learners as incomplete monolingual speakers of the target language (e.g., English). In this presentation I will highlight the “multilingual turn” in SLA and TESOL which has been growing in acceptance since the 2010s to challenge these traditional views and their associated practices. This multilingual turn has introduced new concepts such as plurilingualism, dynamic bilingualism, and translanguaging. These concepts help us to better understand students as emerging bilinguals and multilingual learners. These language learners have rich and growing linguistic repertoires from which they can draw upon for effective learning and for engaging in meaningful communication in bilingual and multilingual contexts. I will share the findings from my own research in primary schools and higher education institutions in the United States of American and in the Kingdom of Cambodia to highlight the power of teaching language learners from a multilingual lens. The presentation will end with practical suggestions for ways you can integrate translanguaging pedagogy in your own classrooms.

Biography

Pro Wayne E. Wright Dr. Wayne E. Wright is the Associate Dean for Research, Graduate Programs, and Faculty Development and the Barbara I. Cook Chair of Literacy and Language in the College of Education at Purdue University. Dr. Wright completed his BA and MA degrees at California State University Long Beach, and his PhD at Arizona State University. He is a former ESL and bilingual teacher in Long Beach, California, where he helped establish one of the first Cambodian bilingual programs in the country. Dr. Wright has over 25 years of experience as a teacher educator, preparing both pre-service and in-service teachers to work effectively with students classified as English language learners, and other multilingual learners. Dr. Wright has over 100 publications in the areas of language, education, and assessment policy and programs for language minoritized students.

Plenary Speaker



Ms. Gae Nastasi

EAL/D Coordinator for Metropolitan Region / President of QATESOL
Department of Education Queensland,
Australia

“Developing a Critical Lens: Building Metacognitive Awareness in Language Learners for an AI-Driven World”

As artificial intelligence becomes increasingly embedded in education, English language teachers face a critical challenge: how do we help learners engage with AI to enhance their language learning while cultivating a critical awareness of the content and feedback AI provides? This plenary considers essential strategies for developing learners’ critical and metacognitive awareness so that AI serves as a support — not a shortcut — for the deeper thinking and meaning-making that real learning requires.

AI can enhance learning by modelling vocabulary, providing feedback, and generating examples of written or spoken language. Yet these outputs are often context-blind, lacking the subtle connotations, cultural perspectives, and pragmatic intent that shape real communication. Teachers therefore need to embed metacognitive and critical literacy strategies that enable students to question, interpret, and evaluate AI-generated text — what is produced, how meaning is constructed and the contextual appropriateness of AI-generated language. Drawing on EAL/D and TESOL contexts, this session explores classroom approaches for building AI literacy, encouraging reflection, and cultivating a critical lens in learners. It is essential that language education in an AI-driven world must continue to privilege human judgment, intercultural understanding, and the capacity to engage thoughtfully with language. AI can support and enrich the process, but it cannot replace the intellectual and emotional work of learning to communicate with purpose, empathy, and depth.

Biography

NASTASI Gae is currently EAL/D Coordinator for Metropolitan Region, Department of Education Queensland and President of QATESOL. Having trained as a French and English language teacher, she has been teaching English as an Additional Language for 40 years, mainly in Brisbane secondary schools, from on-arrival to Senior English. She has also taught English overseas at all levels, from beginners to advanced, and with both adolescents and adults. She is interested in curriculum and pedagogy supporting language learning.

Featured Speaker



Prof. Victor Reeser

Representative from KoTESOL
Assistant Professor
State University of New York,
Korea

“Using ChatGPT as a Teaching Assistant for Academic Writing in Higher Education”

Professors often struggle to provide individualized feedback to large numbers of students, particularly when marking grammar, spelling, and punctuation in academic writing courses. Generative AI tools such as ChatGPT have the ability to automate this process and save instructors time and energy. This presentation will demonstrate the use of ChatGPT as a supplementary teaching assistant in academic writing courses, specifically in higher education. The focus will be on practical application tips for instructors including how to handle large volumes of student work with consistent results through prompt engineering and strategies for organizing responses into easy-to-understand feedback for students. It will also discuss ethical guidelines for introducing AI tools into writing classes. Attendees will leave with examples of classroom-tested practices and a clearer sense of how ChatGPT can serve as an effective tool for teaching academic writing.

Biography

Reeser Victor is an Assistant Professor at SUNY Korea and a Ph.D. candidate in cognitive linguistics at Incheon National University. Since 2009, he has specialized in academic writing, presentation skills, and EAP across diverse higher education contexts in Asia. An active leader in Korea TESOL, he serves as Incheon Chapter President and International Outreach Chair. His research focuses on multimodal communication, AI-assisted learning, and feedback practices. Recent talks include a TESOL 2025 presentation on AI and ELT in Korea and a plenary appearances at the 2025 Incheon Global Campus Research Showcase on the impact of generative AI in language education.

Featured Speaker



Lect. Afif Ikhwanul Muslimin
Representative from TEFLIN
English Language Lecturer
Universitas Islam Negeri Mataram,
Indonesia

“Teaching English Beyond the Metropolis: Lessons on AI Integration and Digital Literacy from Lombok, Indonesia”

The integration of artificial intelligence (AI) into English Language Teaching (ELT) is gaining momentum, yet empirical studies from non-metropolitan settings remain limited. This study examines how English teachers in Lombok, Indonesia, perceive and incorporate AI into their professional practice. Employing an explanatory mixed-methods design, data were collected from 150 English teachers across secondary schools and universities. A survey instrument, adapted from established technology acceptance frameworks, measured perceived usefulness, ease of use, digital literacy, technostress, and behavioural intention to use AI. Semi-structured interviews with a subset of teachers provided complementary qualitative insights. Quantitative findings indicate that digital literacy and perceived usefulness are strong predictors of teachers' intention to adopt AI, while technostress serves as a significant barrier. Regression analyses confirm that teachers with higher digital literacy levels are more resilient to stress and more confident in integrating AI tools such as automated feedback systems and chatbot-assisted learning. Thematic analysis of interview data further illustrates how teachers negotiate between enthusiasm for AI and the constraints of limited infrastructure in an island context. By situating the study in Lombok, this research contributes to the broader discourse on technology integration in ELT by foregrounding perspectives from peripheral regions. The findings challenge the assumption of uniform digital transformation and underscore the importance of contextual sensitivity in empowering teachers and learners in the digital era.

Biography

Afif Ikhwanul Muslimin, PhD, is a lecturer in the English Language Education Department at UIN Mataram, Indonesia. His research explores technology integration, teacher education, and applied linguistics. As an active board member of TEFLIN and ELITE, he bridges local and global TESOL communities through publications, collaborations, and professional development initiatives.

Featured Speaker



Dr. Alvin Pang

Representative from SEAMEO RELC
Dean of Training, Research, Assessment & Consultancy Division
SEAMEO Regional Language Centre (RELC),
Singapore

“Would you rather be persuaded by AI-generated or human-designed campaign media?”

In an age where digital media saturates everyday communication, the question “Would you rather be persuaded by AI-generated or human-designed campaign media?” becomes a compelling entry point for exploring the evolving landscape of English language teaching (ELT). This presentation examines how English teachers and learners explored AI-generated versus human-designed campaign media through the pedagogy of multiliteracies and learning by design framework. Learners were tasked to critically examine persuasive campaign media while reflecting on the rhetorical strategies, visual grammar, and linguistic choices embedded in each campaign poster or advert. By comparing AI-generated and human-created campaign messages, learners critically examined persuasion, credibility, and creativity in the digital era. The presentation highlights how Gen-AI and digital tools can empower learners to experiment with language, image, voice, design, audience, and purpose in dynamic ways, while raising challenges of ethical concerns around AI content, the need for critical digital multimodal literacies, and teachers’ preparedness for integrating emerging technologies. It also shares key insights, classroom artifacts, and pedagogical takeaways, offering a discussion on how ELT can adapt to the realities of a digitally mediated world, ensuring that learners are not just consumers and discerning communicators but also conscious creators and ethical citizens in the digital sphere.

Biography

Dr Alvin Pang is Dean of Training, Research, Assessment & Consultancy Division at SEAMEO Regional Language Centre (RELC), Singapore. He has been involved in language teaching and in-service language teacher professional development in Southeast Asia. He is the review editor of the RELC Journal. His research and teaching interests are language curriculum development, multi-literacies and ESP.

Featured Speaker



Dr. Angeline Ranjethamoney Vijayarajoo

Representative from MELTA

Associate Professor

Academy of Language Studies, UiTM CNS,
Malaysia

“Disrupting the Robotic Classroom: Board Games as a Game-Changer for Real Students, Real Fun and Real Communication Skills”

Studying literature can be challenging for ESL learners. When a new cycle of poems was introduced by the Ministry of Education in Malaysia, for the English Language Examinations, the teachers responded with great concerns, they expressed their anxiety over how to teach their students, who found poetry difficult and boring. Furthermore, the teachers found poetry less favourable compared to other literary genres. In order to fill the gap of a better understanding of the poems, in more engaging ways, the researchers designed a board game. The then compulsory (new) poems for Forms Four and Five were used. 20 students and 40 teachers participated in this study. Data comprised the responses of the students and teachers, to the questionnaire and interview after the game. The game sessions were videotaped. The analysis of the data showed that the participants responded positively to the game. Hence, this game served as a supplementary tool in the teaching and learning of poetry in more engaging ways. What the researchers advocate in current times is for the bringing back of poetry into classrooms and for teachers to create more such games to draw the interest of students in the poetry genre. The researchers advocate the playing of board games instead of an over-emphasis on digital or gadget-based games with the added communicative skills which are visible in board games.

Biography

Dr. Angeline Ranjethamoney Vijayarajoo is an Associate Professor at the Academy of Language Studies, UiTM CNS, Seremban Campus, West Malaysia, having taught in schools prior to this. She is passionate about teaching and learning, her areas of interest include Communication, Language Board Games, Tesl and Professional Development. She has written and published over 20 books and also presented academic papers locally and abroad at face- to- face conferences and online platforms during and after Covid.

Dr. Kuldip Kaur Maktiar Singh is currently a senior lecturer at the Academy of Language Studies, Universiti Teknologi MARA, Malaysia. She graduated with a B.Ed (Hons) in TESOL from Moray House Institute of Education, Edinburgh, U.K. in 1998 and in 2004, she obtained her M.Ed. in TESL from Universiti Teknologi Malaysia. She obtained her PhD in English Language from Universiti Putra Malaysia in 2019. She has also taught ESP in polytechnic for 12 years. Her research areas of interest are ELT, ESP, Genre Analysis, CDA.

Featured Speakers



Dr. CHAN Vireak
Clinical Associate Professor
Purdue University,
USA



Professor Jack C. Richards
Honorary professor
University of Sydney,
New Zealand

“The Use of AI in Language Teaching: Selection and Consideration”

The rapid growth of artificial intelligence presents both exciting opportunities and important considerations for language teaching. This presentation explores how AI can be meaningfully integrated into English language classrooms to enhance learner engagement, creativity, and reflection. Drawing on practical examples, we demonstrate possibilities for student use, such as extending textbook dialogues by adding new characters or altering roles, creating poems with verbs or other target vocabulary from a unit, transforming written texts into spoken scripts, and even generating short videos from written input. We also highlight ways teachers can use AI to support lesson planning, differentiation for multilingual learners, and reflective practice on classroom instruction. While showcasing these opportunities, we also emphasize the need for careful tool selection, ethical considerations, and the development of critical AI literacy among both teachers and learners. Participants will gain practical insights into balancing innovation with responsibility when integrating AI into language education.

Biography

Dr. Virak Chan a native of Cambodia, is currently a Clinical Associate Professor in literacy and language at Purdue University. He obtained a Ph.D. in Culture, Literacy, and Language at the University of Texas at San Antonio, a master's in TESOL at San Jose State University, and a graduate diploma in Applied Linguistics at the Regional Language Center in Singapore. Dr. Chan has extensive English language teaching and research experience, and has published in the areas of language planning and policies, linguistic landscape, teacher education, and teaching writing. He has also facilitated professional development activities for English language teachers, and developing and coordinating educational programs at universities in Cambodia, California, Texas, and Indiana. His current work involves using AI in language teaching and teacher development, developing resiliency in field experiences and promoting intercultural knowledge and experiences in teacher education.

Professor Jack C. Richards has had an active career in the Asia Pacific region and is currently an honorary professor in the faculty of education at the University of Sydney. He has written over 150 books and articles on language teaching as well as many widely used classroom texts. His recent publications include articles on language teacher identity and English Medium Instruction. Professor Jack C. Richards has been awarded an honorary doctorate of literature by Victoria University, Wellington, for his services to education and the arts and also received the Award for Patronage from the Arts Foundation of New Zealand. The International TESOL organization honored Professor Jack C. Richards as one of the 50 TESOL specialists worldwide to have made a significant impact on language teaching in the last 50 years.

Featured Speaker



Mr. Dafi Rhys Jenkins

Centre Manager
School of English & University Pathways (Hanoi)
RMIT University,
Vietnam

“From Language to Lifelong Learning: Transforming ELT for the AI-Driven World”

AI is changing what it means to learn and teach languages. When tools can write, translate in real time, and even “teach,” the real value of English education lies in what only humans can do; think critically, connect ideas, and communicate with purpose.

This session explores how teachers and institutions can evolve with this shift, positioning ELT as a space for creativity, employability skills, and lifelong learning. Drawing on real examples from research and large-scale innovation projects, the workshop shares a simple framework for weaving future-focused skills like digital literacy, adaptability, and teamwork into everyday lessons. Through hands-on mapping and redesign tasks, participants will discover practical ways to make human skills visible in their classrooms.

Biography

Dafi Jenkins is the Centre Manager of the School of English & University Pathways at RMIT Vietnam, Hanoi. He holds a Master’s in Applied Linguistics and TESOL from the University of Leicester and has over a decade of experience in educational leadership, teacher development, and strategic program management.

At RMIT, Dafi leads large-scale English language and academic pathways programs that serve university, corporate, and government partners. His work focuses on curriculum innovation, operational excellence, and data-informed approaches to quality assurance and teacher capability.

His professional and research interests centre on teacher education - particularly how reflective practice, coaching, and evidence-based design can strengthen teaching quality and learner outcomes.

Featured Speaker



Mr. Andy Hockley

Educational management writer, trainer, and consultant
Member of the IATEFL Board of Trustees,
Romania

“How to lead change more effectively”

Whether it's introducing a new coursebook, starting a new timetable structure, or moving to a new campus, change often seems to be a difficult thing to “sell”. In this session we'll look at why people seem to resist change, what you can learn from it, and how you can combat that resistance. The main body of the session will be taken up with looking at the various reasons that people resist change and what can be done in response to those reasons, or in order to ensure that they do not even begin. We'll also look at the J-Curve of change implementation and I will present a model of change introduction which will hopefully make change more effective and with less disruption. The session is intended to be largely interactive, with people able to both discuss and reflect upon changes that they have been through themselves in the schools or other educational organisations.

Biography

Andy HOCKLEY is an educational management writer, trainer, and consultant. He has been training managers for 25 years and has been coordinating and training on the IDLTM (International Diploma in Language Teaching Management) since its inception in 2001, and is the academic director and global lead trainer for the course. He is co-author of “Leading Technological Change” (CUP 2022), ‘From Teacher to Manager’ (CUP, 2008), and ‘Managing Education in the Digital Age’ (The Round, 2014), as well as the Series Editor for CUP’s “Educational Management” series . He is also a member of the IATEFL Board of Trustees.

Featured Speaker



Mr. Brian Cook
Academic Coordinator
ACE/IDP Education
Cambodia

“Using experimentation to grow as teachers and improve outcomes for learners”

Stepping out of our comfort zones through experimentation in the classroom offers powerful benefits for both teacher development and student learning. This session will look at how trying out small, intentional changes in the classroom can help teachers avoid burnout, stay engaged, and grow professionally over time. By viewing experimentation not as a risk but as an opportunity, teachers can re-energize their work and create more responsive, dynamic learning environments. The session will also highlight how experimentation can serve as an important starting point for action research, allowing teachers to investigate what really works for their learners and what doesn't. Participants will hear some examples of low-stakes experiments, reflect on their own teaching habits, and take away practical ideas and strategies they can try out in their own classrooms immediately.

Biography

Brian Cook is an Academic Coordinator at the Australian Centre for Education (ACE) in Phnom Penh, Cambodia. He has extensive teacher training experience, having been the lead trainer on the ACE TESOL Teacher Certification Program, a CELTA tutor, and a U.S. Department of State Virtual Educator in Russia. With over a decade of teaching experience, he has taught young learners and adults in general English, exam preparation, and academic English. Brian previously worked as a lead teacher at ACE Siem Reap and served as a Virtual English Language Fellow in Panama.

Featured Speaker



Mr. Kareem Chris Storer

Lead Teacher
ACE/IDP Education
Cambodia

“An Introduction to CLIL: Motivating Teenage Learners with the 4Cs”

Content and Language Integrated Learning (CLIL) is increasingly recognised as a way of making language learning more meaningful by integrating subject matter with language use. Rather than focusing on isolated grammar or vocabulary, CLIL places English at the centre of authentic learning tasks, where knowledge, skills, and communication develop together. This presentation introduces the 4Cs framework of CLIL (Content, Communication, Cognition, and Culture) and examines how it can inform approaches to motivating teenage learners (ages 14–19). The session will outline the key principles of each of the 4Cs and consider how they work together to create a richer and more engaging learning environment. Aimed at participants who are new to or curious about CLIL, the focus will be on methodology rather than a full set of classroom techniques. Attendees will gain a clearer understanding of how the 4Cs model can guide the design of motivating lessons for teenage learners.

Biography

Kareem Chris Storer is currently a Lead Teacher at Australian Centre for Education, Toul Kork Campus. He has been working in the education field for over 27 years, working in Egypt, Saudi Arabia, Bahrain and Malaysia. As well as teaching he has been a teacher trainer, centre manager and worked as a project manager. Since arriving in Cambodia in January 2019, Chris has worked with ACE and taught levels from Young Learners to ACE Diploma.

Featured Speaker



Mr. HEM Paravuth

Teacher Training Program Officer
ACE/IDP Education
Cambodia

“Leveraging AI Tools for Dynamic and Engaging Slide Presentations”

This session explores how educators can leverage the potential of artificial intelligence to create professional, engaging, and learner-centered slide presentations. Traditional slides are often text-heavy and filled with static visuals, making them time-consuming for educators to prepare and potentially less effective in sustaining learner attention. AI-powered tools now make it possible to design presentations that are visually appealing, better structured, and more closely adapted to the needs of different groups. The session will introduce useful tools and demonstrate practical techniques that teachers can apply immediately in their own contexts. These techniques focus on improving clarity, reducing preparation time, and supporting the delivery of presentations that feel more interactive and dynamic. By the end of the session, participants will leave with practical ideas and strategies to transform traditional slides into powerful communication tools that capture attention, improve understanding, and increase audience engagement.

Biography

Paravuth Hem has over a decade of experience in education in Cambodia and Australia, serving as an English Teacher, Lead Teacher, Campus Director, and Officer in charge of the Teacher Training Program. From 2016 to 2021, he presented on teaching methodologies and technology integration at CamTESOL and represented CamTESOL at the 2019 KoTESOL conference in Seoul, South Korea, where he collaborated with educators from around the world. He holds two master's degrees in Education from Monash University, Australia (2023), and the Royal University of Phnom Penh (2020), alongside a Bachelor's in TEFL from the Institute of Foreign Languages (2015).

Abstracts for Main Conference

I. Curriculum and Materials Development (CMD)

CMD 2

30-minute Paper

Localizing Global Goals: Domestic and International Perspectives for Human Rights in EFL Education Materials

Target Audience: Teachers of Adults

SHERIDAN Robert and TANAKA Kathryn

In recent years, an increasing number of EFL textbooks in Japan have incorporated the Sustainable Development Goals (SDGs). However, these materials often emphasize issues outside Japan, contributing to “SDGs burnout,” where students struggle to relate meaningfully to the content despite repeated exposure. Research shows that culturally familiar materials significantly increase language learning and student interest. Building on this, this study explores an approach that integrates domestic and global human rights topics into SDGs-related materials to increase interest, relatability, and awareness of Japan’s role in addressing these issues. Fifty-eight lower-intermediate EFL students designed and presented lessons over 15 weeks using articles on human rights in both Japanese and international contexts. Pre- and post-study questionnaires assessed changes in students’ attitudes, interest, and connection to the materials. Results indicated significant increases in both interest and connection. Qualitative feedback identified empathy, increased awareness, and exposure to multiple perspectives as key factors. Using this framework, we share open-access lesson materials that promote reading, discussion, and critical thinking skills. The readings are based on interviews with social activists to ensure real-world relevance. Finally, we offer strategies for developing locally relevant lesson plans, including specially designed materials on landmine activism that highlight connections between Cambodia and Japan.

CMD 3

30-minute Poster Session

Affordable AI toolkit for ESL teachers

Target Audience: Program Managers

LONG Tobias

This poster showcases three complementary AI-powered tools designed for resource-limited ESL teaching environments. The CLOZE GENERATOR creates complete reading activities with strategic vocabulary gaps and formatted worksheets for intermediate students. The OPINIONATOR produces balanced discussion opinion examples with both progressive and conservative viewpoints, translated if teachers prefer. The COLLOCATION GENERATOR builds professional vocabulary worksheets targeting specific domains like academic or business English providing a number of collocations per word. All three tools utilize API services costing approximately \$0.001 or less, much cheaper than subscription models such as Claude.ai. The presenter will demonstrate live content generation of these apps, and explain the basics with his poster. Poster visitors will receive practical setup advice, implementation strategies, and cost-comparison data. Attendees will learn approaches to AI-assisted lesson planning that are flexible and can be done quickly and for very little money.

Over the past two decades, English as a Medium of Instruction (EMI) has expanded significantly in higher education in Asia (Bolton, Bacon-Shone, & Botha, 2023). Japan is no exception, with many institutions now offering individual EMI classes or even full programmes (MEXT, 2023). However, many domestic students often face difficulties when taking content classes taught in English (Kiyota & Kudo, 2025). This poster presentation reports on a questionnaire study investigating the experiences of 1st-year undergraduates (n=41) taking their first EMI course at a public Japanese university. The questionnaire combined Likert-scale items and open-response items and was administered in the fourth week of a 15-week EMI lecture course. Findings indicated that while students had fewer issues with reading materials, listening to lectures while simultaneously taking notes proved more challenging. Responses suggested that the volume of low-frequency and technical vocabulary contributed to this. Group discussion tasks, and especially post-task reports to the whole class, also proved difficult. These findings highlight the challenges novice EMI students face and the potential for targeted pedagogical interventions. Implications will be discussed in terms of strategies to better support students' comprehension, participation, and confidence in EMI contexts.

This session will examine the innovative integration of Artificial Intelligence (AI) into our pre-sessional university pathway course, designed to develop essential academic skills for future studies. We will showcase ethical AI applications within the curriculum, focusing on research and assignment planning while teaching effective prompt writing techniques to empower students in their academic journeys. Additionally, we will explain how structured assessments will leverage AI to enhance students' understanding of the academic writing process, with an emphasis on research, synthesis, and argumentation skills. The assessments will prioritize constructing well-organized academic essays and applying first principles in writing and critical thinking. This approach ensures that students gain a comprehensive grasp of effective academic practices, equipping them with the tools needed for success in higher education and fostering critical thinking and creativity in their academic endeavors.

An "English Camp" program in a Japanese university setting created for students to immerse in enjoyable English activities can be a difficult task for any team of teachers but properly executed can help to reinvigorate flagging motivation in a body of students and help to encourage enthusiasm for learning. While different universities will have different expectations for similar programs, several common issues arise, including: Choosing an appropriate theme for the class, creating tasks appropriate to a variety of language levels, planning to balance enjoyment with learning, dealing with grading for a pass/fail class, harmonizing class ideas with other teachers, and more. In this presentation, the English Camp in question is a three-day on-campus experience for students modified from a former program in which students stayed over at a campsite, and so dealing with design challenges considering the shifting needs of the space and the expectations of the students will also be considered. Useful language games and activities that can be used for such programs will be introduced, along with workable themes, tips on how to design flexible activities that target various language skills, and common problem areas that may arise.

A conscientious teacher adapts materials. Even the best coursebooks must be adjusted to meet learners' needs, facilitate acquisition, grade input, integrate skills, or differentiate complexity. With the rise of Generative AI, teachers now have powerful tools to enhance these adaptations quickly and effectively. This presentation will outline ten fundamental principles of EFL materials adaptation widely discussed in the literature (e.g., McDonough et al., 2013; Tomlinson, 2011). Building on this foundation, we will demonstrate how carefully crafted AI prompts can generate supplemental IELTS materials—particularly for Speaking and Writing—that are better aligned with learners' proficiency, exam goals, and classroom realities. Participants will see examples of adapted tasks, scaffolding activities, lexical resource banks, and model answers. By the end of the session, attendees will take away a prompt template bank, a step-by-step checklist for adapting materials, and reflective criteria for evaluating piloted resources. The session blends professional principles with practical tools, enabling teachers to create real classroom magic.

This presentation explores practical approaches to integrating artificial intelligence tools such as Chat GPT into English language classrooms with a focus on responsible and ethical use. The presenter firstly highlights current examples of AI training tools in EFL contexts, including writing workshops that build AI literacy, chatbot supported speaking modules, and teacher training in prompt design. These cases demonstrate the potential for AI to support learner autonomy and motivation, while also revealing risks such as over reliance and uncritical use. Next, the presenter discusses the benefits and drawbacks of existing AI training approaches. Research suggests that interactive, ethics focused training produces positive results, while restrictive policies or one-off workshops often fail. The final section focuses on how project-based language teaching (PBLT) can serve as an approach for meaningful AI integration into curriculum design. The presenter will introduce examples of projects which are currently being implemented in a coordinated EFL program at a Tokyo-based university. As a result of attending this presentation, participants will have clear recommendations and approaches for the ethical integration of AI tools in their own programs.

This session demonstrates how AI tools can be systematically integrated into the ADDIE instructional design framework to enhance the development of ESL teaching materials. The presenter draws on an ongoing three-year research project at a Japanese university that applies AI tools across each stage of the ADDIE cycle: Analysis (diagnosing learner needs through AI-supported surveys), Design (structuring lessons with AI-generated outlines aligned to CEFR goals), Development (creating dialogues, tasks, and assessments using AI drafting and refinement), Implementation (piloting materials in university classes), and Evaluation (collecting and analyzing student and teacher feedback with AI assistance). Attendees will see practical classroom examples, including how AI-assisted drafting speeds up content creation while maintaining pedagogical quality, and how iterative feedback cycles ensure materials meet learner needs. The session also addresses challenges such as accuracy, bias, and teacher autonomy when working with AI. By the end of the session, participants will gain a clear model for responsibly using AI to design communicative, context-specific ESL resources. This presentation is particularly suited to teachers seeking efficient, low-cost methods for material creation, as well as program developers interested in balancing innovation with sustainability.

Both students and teachers alike are often unaware of the highly significant and interrelated mind-body connection, which plays a pivotal role in the effectiveness of learning. In typical classrooms, students often exhibit signs of self-defeating lifestyle-related habits that can inhibit learning, memory, and long-term goal achievement. For example, online and social media addictions often create sleep-deprived students who are less likely to effectively pay attention and remember, thus reducing learning potential. Through various communicative classroom tasks and activities, teachers can raise awareness and provide opportunities for reflection and engage students with topics such as, making and breaking habits, sleep, exercise, intermittent movement, nutrition, hydration, understanding stress, and time management. Based on extensive classroom research and student feedback, this workshop aims to briefly outline and engage participants with content implemented in various university contexts, fine-tuned over the past twenty years. It is anticipated that attendees will have at their disposal simple methods that can be briefly and easily implemented in their teaching contexts.

The term Global Englishes (GE) refers to the use of English in global contexts and includes World Englishes, English as a lingua franca, translanguaging, and similar paradigms (Galloway, 2025). GE-informed pedagogy aims to raise learners' awareness of such paradigms and prepare them for the realities of global English use. Today's global English speakers should be prepared to communicate effectively across cultural boundaries with diverse interlocutors, but many textbooks and curricula continue to emphasize only "native speaker" English. A potentially effective GE-based addition to traditional pedagogical activities is communication strategies based on English as a lingua franca research. Such strategies support accommodation, mutual understanding, and rapport building among English speakers from diverse linguacultural backgrounds, facilitating effective intercultural communication in English (Caprario, 2025). This workshop introduces several such strategies situated within a GE theoretical background, followed by examples of ways to adapt or expand traditional speaking and listening activities to introduce communication strategies and provide practice opportunities for students. Finally, participants will be encouraged to brainstorm in small groups to generate concrete ideas for applying these concepts in their own classrooms. The workshop will end with time for sharing ideas and asking questions.

While the first batch of Filipino student-teachers successfully finished their international internship in Bangkok, Thailand, in 2024, some areas that needs improvement in their assessment were given emphasis during the preparation for the second batch of internship in 2025. This study used the Input-Process-Output (IPO) framework of research to assess the second batch of international internship of Filipino student-teachers in Thailand. Areas that need improvement from the first batch of interns in 2024 include lesson planning, and preparation and utilization of instructional materials. This includes the use of technology in delivering the lessons, and activities that integrates AI in student activities. The lessons incorporated tools such as youtube and tiktok videos, and online games. The students were also allowed to use AI in their research and classroom activities. The assessment on their performance show that the input in lesson planning and preparation and utilization of instructional materials was successful, with the student-interns gaining a mean score of 4.7 or exceptional for both areas. The gathered comments from their cooperating teachers and students show that well prepared and structured lesson plans using technologies impacted the interest and participation of students, and the class became more meaningful and enjoyable. This study becomes the basis for the preparation of the third batch of international internship with the emphasis on the use of technology and AI in classroominstruction.

This workshop demonstrates how AI tools can support teachers in designing more effective and engaging classroom materials. Drawing on examples from a Japanese university English program, the presenter will show how generative AI was used to adapt textbook content into bilingual worksheets, scaffold debate and discussion activities, and create creative listening and presentation tasks. The emphasis will be on AI as a teacher's assistant—supporting idea generation, generating or simplifying texts, and producing sample models—while ensuring students remain responsible for their own language production. Participants will then engage in a guided mini-workshop, where they will experiment with AI prompts to:

- Create reading passages that contain target vocabulary while utilizing simplified English for lower proficiency learners
- Generate discussion questions and sample responses aligned with CEFR levels
- Develop students' presentation scripts to be more natural and appropriate for their ability level

The session concludes with a discussion of best practices and ethical considerations, including how to encourage responsible AI use by students while avoiding over-reliance. Participants will leave with concrete techniques and ready-to-use prompt strategies to integrate AI into their own material development.

CMD 27
30-minute Paper

The Hidden Pedagogy of the Tripitaka: Exploring Buddhist Sutras, Metta Sutta, Sigalovada Sutta, Satipatthana Sutta, mindfulness, ethical communication, learner motivation as a Framework for English Language Teaching

Target Audience: Teacher Trainers

LAZAROV Vladimir

This paper presents a theoretical exploration of selected Buddhist sutras from the Tripitaka, examining their hidden pedagogical and psychological insights for English language teaching. Drawing on textual analysis of key sutras, including the Metta Sutta, Sigalovada Sutta, Satipatthana Sutta and principles of Right Speech, the study uncovers strategies that can inform curriculum development, teaching methodology, and learner motivation. Concepts such as loving-kindness, mindfulness, ethical communication, and learner motivation are shown to foster a positive learning environment, reduce learner anxiety, and enhance engagement in English classrooms. The paper discusses implications for teacher training and adult education, offering a framework that bridges cultural heritage and contemporary ELT practice. By connecting ancient Buddhist wisdom with modern pedagogical theory, this study provides insights for teacher trainers and educators seeking innovative approaches to motivate learners, structure learning materials, and cultivate ethical and mindful communication in English language teaching contexts.

CMD 29
30-minute Paper

Education for Sustainable Development: A Case Study of a Volunteer EFL Teacher

Target Audience: Teacher Trainers

TRAN Luan

In our demanding world, incorporating sustainable development issues into lessons is not an easy task, and it is even more difficult when teaching students with disabilities. The main purpose of this study is to explore a volunteer teacher's challenges and strategies regarding Education for Sustainable Development (ESD). A semi-structured interview was conducted with a volunteer teacher who teaches English to the blind at an orphanage in Ho Chi Minh City, Vietnam. The findings showed that she faced several considerable challenges, including a lack of proper training, a lack of standard resources, and the blind students' visual limitations. In order to overcome these difficulties, several strategies were employed, such as searching for information on the internet, seeking advice from experienced teachers, and relating lesson knowledge to sustainable development issues. The implication is to call for educational policies that ensure high-quality training programmes, accessible resources and special attention to students with special needs.

CMD 30
30-minute Workshop

Seeking Balance in the Evolving Classroom

Target Audience: Teachers of Young Learners

CHRETIEN Jean-pierre

Seeking Balance in the Evolving Classroom With the advent of AI's influence on learning, it is a good time to pause and share ideas on maintaining a balance between humanistic approaches and those heavily reliant on digital software. The former implies more conventional approaches that do not require the use of devices and rely on inquiry and discussion. While there are advantages to both approaches, the reality is that competing viewpoints such as generational differences, administrative demands for data and companies that aggressively market online programs, and changes in the way young students relate to the world, present the teacher with difficult challenges in the classroom. This workshop aims to share the presentation space with participants as a forum to facilitate conversations on achieving balance in learning. Participants are asked to bring an example of how they practice a balance in learning approaches. If possible the ideas generated in this short conversation can be gathered in a form that can be shared. Think of this workshop as a spur toward action research on the topic of balance in your school and classroom environment.

Material designing is the one of the main elements in effective instruction, and it takes so much time in it and needs adjusting and developing. Setting learning goals, selecting methods, and designing assessments are not enough because students need to practice to acquire the lessons. Teacher-centred methods become a bit boring for students to learn the English language and more technologies help motivate them to enjoy learning, however; designing effective materials is always stressful and time-constraint for teachers. This study was conducted by collecting from various articles to seek for a solution to this concern. It found that the purposes of ELT materials are to create effective teaching and to create effective learning environments. This review article illustrates the characteristics of effective ELT materials and its demands with the requirement of teacher qualification for effective ELT material designing and developing, employing two selective samples: Reflective Practice (Tomlinson, 1998) the RRR Teachers (Núñez Pardo et al., 2009). It also provides the components in designing and developing learning materials by Graves (1997) and Pardo & Téllez (2009). At the end of the presentation, it introduces the four common ELT material development models which teachers can employ in their real classes.

Hands-on, design-oriented activities have been shown to boost student engagement and deepen learning, yet they are often underutilized in linguistics classrooms. This workshop draws on research in active learning, experiential pedagogy, and applied linguistics to showcase the impact of creative, tactile activities across a wide range of linguistic subfields, including phonetics, syntax, semantics, and sociolinguistics. The presenter has tested and refined these activities with both native English speakers and English for Academic Purposes (EAP) learners of linguistics, culminating in the development of a new workbook designed to make these methods widely accessible. During the session, participants will engage directly with sample activities, exploring how hands-on approaches can make abstract linguistic concepts more concrete, foster intercultural engagement, and create inclusive learning environments for diverse student groups. Attendees will leave with adaptable strategies and ready-to-use materials that can be integrated into their own teaching contexts. The workshop will invite reflection on how experiential design can bridge theory and practice, while also opening a conversation about future directions for innovative pedagogy in linguistics.

Dialogs are often featured in EFL textbooks, allowing students to participate in stylized yet grammatically correct English conversations. Due to the rise of AI, teachers can now produce original dialogs tailored to specific lesson requirements and learner needs with relative ease. This workshop-style presentation will focus on some important considerations when using AI to write EFL dialogs, including suggestions for simple yet effective chatbot prompts. These are: (1) English proficiency levels; (2) Medium – paper-based or electronic; (3) Dialog framing – introduction sections for character and context setting; (4) Language functions; (5) Target grammar; (6) Target vocabulary; (7) Supporting visual information; (8) Supplemental tasks – including follow-up questions. Additionally, classroom-style demonstration activities (whole-class & paired) will be experienced to give participants some practical ideas for teaching. Activities will involve teacher modelling, the encouragement of glancing at text over reading, and the modification and expansion of text through improvisation, all aiming to give classroom English exchanges an increased sense of meaningfulness and realism.

EFL students generally come to class with diverse background knowledge and experiences. Their experiences in their previous EFL classrooms might shape their learning styles later on. As a result, they are likely to learn best when the materials align with their interests and learning styles (Fleming, 1987). However, catering to those needs is not always easy for EFL teachers, especially in a mixed-ability class. In such a context, teachers must adapt the materials to suit the varying levels of proficiency among students, as well as their preferred learning styles, to sustain their motivation to study. Thus, differentiated instruction is needed in a language classroom to enhance the learning experience of the learners (Tomlinson, 2001). Utilizing materials that can be used in a variety of ways by students preferring different styles increases not only the level of acquisition of the content knowledge, but also students' motivation in learning. This session will highlight differentiated instructional materials that EFL teachers are able to use with their students effectively, provided that they are teaching mixed-ability classes with different learning preferences.

Military English courses are crucial for improving cadets' proficiency in military-related foreign languages. Ensuring their effectiveness demands a tailored evaluation approach, encompassing a robust evaluation model and a comprehensive index system. Currently, the assessment of these courses often hinges on generic criteria set by educational institutions, lacking a specialized framework suited to the unique requirements of military English education. This study proposes a novel evaluation index system, grounded in the specific demands of modern military education policies and drawing inspiration from the evaluation practices of foreign armed forces' language training programs. Anchored by the CIPP (Context, Input, Process, Product) evaluation model's theoretical principles, this research employs various analytical methods to craft an evaluation framework explicitly designed for military English courses. By addressing the precise needs of our armed forces, this system aims to enhance the efficacy of military English training and the development of language proficiency among military personnel.

Student demotivation and disengagement are common challenges in content-based language courses (e.g., EAP/ESP), often stemming from the struggle to simultaneously process academic content and unfamiliar language. This often leads to poor learning outcomes. Therefore, task design becomes an extremely important factor. Drawing on core principles from Task-Based Language Teaching (TBLT), this session provides a practical framework for designing tasks that actively boost learner engagement and confidence in content-heavy learning environments. In particular, we will outline how the four key principles of a task can be used to engage and motivate learners. This involves designing tasks where the focus is primarily on meaning, where there is a gap that must be bridged, and during which students are encouraged to use their existing linguistic and content knowledge immediately, promoting early feelings of success. Crucially, tasks must also provide a non-linguistic outcome (a tangible product, decision, or conclusion) that establishes relevance and purpose. This presentation will provide examples of tried-and-tested tasks that satisfy these key features. Participants will leave with ready-to-use task templates and concrete examples illustrating how to apply the four task principles to any content-based course.

Target Audience: Teachers of Young Learners

RIN Pich Rasmey

Task-Based Learning (TBL) is an effective approach that helps students use English in real-life situations. However, implementing TBL can be challenging in classrooms with limited resources or only a few shared devices, especially at when teaching young learners where phone use is discouraged. This session explores practical, flexible strategies for designing and facilitating TBL activities that foster active student engagement, collaboration, and learner autonomy, even in low-tech or resource-constrained environments. Participants will learn how to create meaningful communicative tasks using simple digital or AI tools, everyday classroom materials, and locally relevant contexts. The session will showcase real classroom examples such as role plays, problem-solving activities, and group projects, demonstrating how TBL can be implemented effectively despite limited resources. By the end of the session, attendees will leave with adaptable ideas and techniques to make TBL accessible, creative, and impactful in any classroom setting, regardless of available technology or materials.

II. EAP and ESP (EAP)

Target Audience: Teachers of Young Learners

GUFRON Gufron

This study explores the impact of the Flipped Classroom (FC) approach on enhancing the speaking proficiency of pharmacy students in an English for Specific Purposes (ESP) setting at an Indonesian university. Employing a mixed-methods design, the research integrates quantitative data from a quasi-experimental pre-test and post-test with qualitative insights from student interviews. Sixty students were divided into experimental and control groups; the experimental group receiving FC-based instruction and the control group taught using traditional methods. The paired t-test results revealed a significant improvement in the speaking abilities of students taught through the FC approach, demonstrating its effectiveness in enhancing oral communication skills. Beyond test results, students expressed highly positive perceptions of the FC method. They appreciated the flexibility of accessing learning materials before class, allowing them to learn at their own pace and contribute more actively during in-class discussions. Students reported increased motivation, confidence, and engagement, along with greater opportunities for collaborative and interactive learning. Despite initial challenges with technology access and adapting to the new format, learners found the flipped classroom more student-centered and less anxiety-inducing. The study concludes that the FC model offers an innovative, scalable solution to improve ESP instruction and address pedagogical challenges in pharmacy education.

This presentation reports on the completed pilot phase of FEED_ACT (Facilitating English-medium Education Discourse through Accessible Corpus-Based Tools), a 4EU+-funded project pioneering an inclusive, corpus-based approach to enhancing English-medium instruction (EMI) students' specialized language proficiency. Bringing together linguists from four 4EU+ partner institutions, FEED_ACT addresses two persistent challenges in EMI: gaps in disciplinary language development (McKinley & Rose, 2022) and the lack of personalized learning opportunities for students from diverse linguistic, cultural and cognitive backgrounds (Hillman et al., 2023). The project developed the Accessible Corpus-based Tool (ACT) platform – a multimodal, user-friendly resource integrating text, sound, and images to support varied learning styles. Specialized corpora from five EMI disciplines informed the design of corpus-based activities. The platform was piloted with students in four countries, who provided feedback on its usefulness. Findings confirm the pedagogical value of corpora (Boulton & Cobb, 2017) and indicate that accessible, corpus-based materials can foster engagement and disciplinary language development while meeting diverse learning needs. The pilot paves the way for a scalable ACT application with customizable modules, broader reach, greater accessibility, and local language integration. This session will present design, outcomes, and implications for EMI/CLIL/ESP practitioners, educators, and course/curriculum designers adopting/considering accessible corpus-based approaches.

This study explored the English learning experiences of students at Politeknik Pertanian Negeri Kupang, Indonesia, based on survey data gathered through a mix of open- and closed-ended questions. A total of 65 students from various academic programs participated in the study, sharing the difficulties they face, the factors behind those challenges, the strategies they use to cope, and their suggestions for improving English learning. The most commonly reported challenges included speaking in English, limited opportunities to use English in daily life, difficulty understanding reading materials, and fear of making mistakes. These issues were often linked to low confidence, lack of exposure, and an unsupportive learning environment. To overcome these barriers, students relied on self-directed strategies such as listening to English songs or podcasts, watching videos on YouTube, using apps like Duolingo, and studying independently outside class. They also recommended more interactive classroom activities, practical speaking opportunities, and better use of technology in English lessons. The findings highlight the importance of learner autonomy, access to digital tools, and supportive, engaging teaching approaches—especially in vocational education contexts where English is often seen as a challenge rather than a tool. Keywords: EFL learners' voice, English learning challenges, learner autonomy, vocational education, Indonesia

English-medium instruction (EMI) courses that raise students' English proficiency, content knowledge, and intercultural awareness have become common in Japanese universities (Galloway et al., 2017). The purpose of this study is to understand the lived experience of university EFL teachers (n=4) in Japan who have been teaching an EMI course on Japanese culture and university students (n=19) who have taken the course. The critical multicultural learning objectives of the course were based on three levels of learning about culture: cultural knowledge, cultural self-awareness, and cultural competence. The findings were analyzed and interpreted within critical multiculturalism, which aims to transform EFL learners into critical cultural beings with multiple intercultural identities grounded in their home culture (Zhang & Lütge, 2023). The teachers in this study realized that teaching EMI courses on Japanese culture encouraged students to become researchers of Japanese culture as an insider and outsider. The students enjoyed learning about their culture in English and having access to resources in English that provided a different angle of observing their home culture.

This research examines the impact of digital transformation on foreign language education through a mixed-methods study of 288 workers in Japan's North-Tohoku region. Quantitative data show that, compared with metropolitan areas, opportunities to use foreign languages at work are limited, corporate support for training is scarce, and language ability is rarely considered in hiring or promotion decisions. Qualitative responses reveal that many employees rely on generative AI and translation tools, reducing the perceived urgency of improving language skills. At the same time, some workers emphasize the growing importance of "English plus" skills—such as English combined with IT or accounting—highlighting the need for profession-specific approaches. The study emphasizes regional disparities: non-metropolitan areas like North-Tohoku show significantly lower exposure to global business compared with Tokyo, reflecting urban–rural educational gaps that may also exist in Cambodia and other ASEAN contexts. The expansion of tourism, the rising number of foreign workers, and growing dependence on digital technologies are transforming language education demands across Japan and the ASEAN region. By combining quantitative visualization of workplace realities with qualitative insights into employee perceptions, this research shows that the digital era is transforming—not eliminating—the role of English.

Japan has increasingly prioritized inbound tourism as a key economic driver, prompting initiatives to enhance communication between international visitors and local service providers. This presentation explores how Japan employs artificial intelligence (AI) to improve English language skills among its workforce to better support the tourism experience. With the rising number of English-speaking tourists, language barriers remain a critical challenge, particularly in rural and small business contexts. AI-powered tools, such as language learning applications, real-time translation devices, and conversational chatbots, are being integrated into both public and private sectors. Many enterprises are leveraging machine learning and natural language processing to provide scalable, personalized English education to hospitality staff, transportation workers, and local guides. Case studies illustrate how AI enhances not only language acquisition but also intercultural communication skills to enable more meaningful and efficient tourist interactions. The presentation concludes that AI-driven English education serves as a strategic response to Japan's tourism goals, reducing linguistic friction and enriching the visitor experience. Furthermore, it highlights the importance of continued investment in AI technology to support long-term sustainability in Japan's global tourism appeal. The findings contribute to a broader understanding of how technology can bridge cultural and linguistic gaps in international tourism.

This session explores how literature can be effectively integrated into English language classrooms in Southeast Asia to enhance language learning, engagement, and critical thinking. In a technology-driven, AI-dominant era, fostering a genuine appreciation for stories and the weight of words is more important than ever. The session focuses on practical strategies that help students interact with stories, poems, and nonfiction texts from the IGCSE Pearson Language A anthology to develop reading comprehension, vocabulary, textual analysis, and communication skills. Drawing on classroom experience with both poetry and prose, it demonstrates how literature can teach language structures and exam-oriented skills while nurturing empathy, reflection, and human insight. Participants will examine techniques such as guided close reading, discussion prompts, and creative writing tasks inspired by literary texts. The session also addresses challenges in adapting anthology texts for diverse classrooms and provides strategies to maximize student participation. Attendees will gain concrete methods for making literature a dynamic tool in ELT, connecting language learning with meaningful, real-world contexts, and reinforcing the enduring value of words in shaping thought and understanding.

Artificial intelligence (AI), which offers personalized educational experiences and adaptable learning methodologies, has revolutionized education in the twenty-first century, particularly in the field of language acquisition. The ability of AI to customize instructional tactics and content to meet the specific needs of learners is the primary focus of this paper's analysis of the technology's role in language learning. The efficiency of key AI technologies in supporting language acquisition is examined, including Natural Language Processing (NLP), machine learning techniques, and AI-powered chatbots. The presentation will emphasize how AI benefits students by enhancing engagement and enabling them to concentrate on their own areas of weakness. It does, however, also address specific difficulties, such as concerns about data privacy, the quality of the information, and the lack of human interaction—all of which are essential for understanding context and culture. This study proposes that to improve educational efficacy, future AI technologies should strive to integrate human experience with sophisticated algorithms. The study concludes that while AI-driven language learning holds tremendous promise for individualized instruction, several issues still need to be addressed before its full potential in various learning contexts can be realized.

One of the challenging tasks for ASEAN undergraduates learning English for Academic Purposes (EAP) is writing essays and paragraphs that are both grammatically sound and easy to read (Tabari et al., 2023). Learners frequently create correct sentences; however, they struggle with crafting texts with coherence (a clear flow of ideas) and cohesion (a skillful use of language connections). These issues have a significant impact on academic achievement in fields where logical sequencing and clarity are crucial. This interactive presentation, titled "The Glue of Good Writing: Teaching Coherence and Cohesion in EAP, " will introduce evidence-based classroom activities designed to raise awareness and control of coherence and cohesion among students at various English levels ranging from pre-intermediate to advanced. Teachers will also be given a simplified rubric for assessing coherence and cohesion, which is based on IELTS and CEFR descriptors to ensure compliance with genuine international standards. This workshop is helpful for English teachers, including novice ones, teacher trainers, and educators seeking new ideas and effective ways to improve student writing by helping them move beyond sentence-level accuracy toward writing that flows logically and meets academic expectations.

Agricultural sciences remain underrepresented in ESP research despite growing global demands on communication about food, sustainability, and bioresources. This study reports findings from a 2025 survey of 426 undergraduate students and 28 faculty members in the Department of Agriculture at a private Japanese university. Using questionnaires with closed and open-ended items, we analyzed perceived needs, priority skills, and perceived gaps in provision. Results indicate strong demand for discipline-specific English (about 80% of students), with priority areas in oral presentation, reading research articles, academic writing, and professional email/report writing. Faculty responses converge on a misalignment between current EGP-oriented courses and disciplinary needs, and qualitative comments highlight constraints such as limited contact hours and lack of agriculture-specific materials. We provide descriptive statistics and illustrative themes that establish a baseline for curriculum work. The contribution of this presentation is an empirically grounded, sector-specific snapshot that can inform subsequent ESP design and evaluation in agricultural science. Instruments and summary tables will be shared to facilitate comparison and replication.

III. Editing and Publishing (EP)

Carol has just published her memoirs of her time teaching at the United Nations. She will share with you the process to inspire you to self-publish at a low cost. First, decide who your audience will be. Get a great elevator pitch together. While writing the book, you might like to join some inspiring online writing groups. Then, you need to turn it into a draft book that you can print at a low cost to refine and adjust. You may like to consider publishing your teaching materials in manuals, which you can sell or make available at low or no cost. Next, you need readers to give you feedback. How can you edit your book yourself to a high standard and get it edited? What about proofreading? Which self-publishing sites can you use? How can you use social media to promote it?

IV. EdTech (TEC)

TEC 8 30-minute Workshop	Best Practices for Blended TOEFL Instruction: Leveraging Gemini for Diverse Skill Development

Target Audience: Teachers of Adults **DARA Heng, NGO Sopheak and SEAN Saroun**

In a world where technology is rapidly transforming education, the 22nd CamTESOL Conference's theme, "The Future of English Language Teaching in the Digital Era: Empowering Teachers and Transforming Learners," is more relevant than ever. This session will showcase how to leverage Gemini, a powerful AI tool, to create dynamic and effective English language lessons. We'll move beyond simple tool demonstrations to focus on practical strategies that empower teachers to design more engaging materials. Specifically, participants will learn how to use Gemini to simplify complex tasks like TOEFL lesson design, particularly for reading, and personalize instruction for diverse learners. This approach not only streamlines the teaching process but also fosters student engagement and active learning, directly contributing to the "transforming learners" goal of the conference theme. The session will feature collaborative, hands-on activities, encouraging English teachers to share insights and build a strong community of practice. As Stephen Covey's timeless advice reminds us, "The main thing is to keep the main thing the main thing," and we will discover how Gemini can help us do exactly that—focus on core learning objectives in this digital era.

TEC 9 30-minute Paper	Integrating Critical Thinking into AI-Based English Skills Activities: A 21st Century Skills Approach

Target Audience: Teachers of Adults **NOVITA Pipit**

Artificial Intelligence (AI) tools have become increasingly integrated into English language instruction, offering promising benefits to improve students' learning experiences. Many educators are now exploring the potential of AI to enrich teaching practices and language skill development. However, while AI presents exciting opportunities, it also poses significant pedagogical challenges. Teachers strive to create engaging and innovative learning environments, yet they remain concerned about students losing sight of essential 21st-century skills. The integration of AI into English language teaching must therefore go beyond technological efficiency. It is crucial for educators to ensure that AI tools not only support the development of English skills but are also thoughtfully aligned with core 21st-century competencies. This paper explores the conceptual framework for integrating critical thinking into AI-assisted English language instruction. It argues that while AI can support language development, it must not replace learners' engagement with cognitively demanding tasks. The presentation offers practical examples of classroom activities that incorporate AI tools while promoting higher-order thinking skills. By demonstrating how to align technology integration with educational values, this paper contributes to the discourse on meaningful and responsible AI use in English language teaching.

In the digital age, short-form video (SFV) platforms such as TikTok, YouTube Shorts, and Facebook Reels are reshaping language education. This study investigates whether SFVs serve as cognitive enhancers (“brain boosts”) or distractions (“brain rot”) for English majors at Central Mindanao University. It examines their influence on vocabulary development, listening comprehension, and speaking fluency, as well as students’ motivations, platform preferences, and perceived challenges. A qualitative research design is employed to capture the experiences of English majors. Semi-structured interviews are conducted, and the data are analyzed thematically to identify recurring patterns and perceptions regarding SFV use. Findings indicate that students generally view short-form educational videos as effective tools for reinforcing language skills. They value the flexibility, engaging multimodal content, and concise delivery, which boost motivation, aid comprehension, and clarify complex topics. However, concerns arise over distractions, cognitive overload, and the superficiality of some content. The study concludes that while SFVs risk promoting fragmented learning, they will hold significant potential as supplementary tools when integrated purposefully into formal instruction. Their value lies in balancing engagement with depth, positioning them more as a “brain boost” than “brain rot.” Educators are encouraged to leverage SFVs to enhance language learning for 21st-century learners.

Each student possesses unique qualities, making each special. To unlock and unleash students' potential, teachers can gift students adaptive learning, which can assist students in accomplishing mastery in each lesson before processing to the next, motivate students to enjoy the quantity and quality of learning, and engage students in class and outside-class activities. Moreover, data-driven technology allows teachers to adapt their teaching to match students' needs and make students' more self-directed, open to feedback, and resilient in learning (Kurt, 2020; EdSurge, 2020). Besides, adaptive learning also assists teachers in getting golden opportunities to reflect on teaching practices, show students better trust, and influence students' learning and development. Therefore, this presentation will explore the three pillars - adaptive content, adaptive sequence, and adaptive assessment- benefits, principles, and teaching methods of adaptive learning.

Across education, teachers face the dual challenge of maintaining high-quality instruction while managing heavy workloads. Tasks such as lesson planning, assignment tracking, and providing timely feedback often consume valuable time that could otherwise be spent on student interaction and professional growth. This presentation examines how Google's Gemini AI, integrated with Google Classroom, can help teachers work smarter by automating routine tasks and simplifying classroom management. Participants will see practical demonstrations of Gemini's applications, including generating lesson materials, designing quizzes, giving instant feedback, and supporting differentiated learning. These tools not only reduce teacher workload but also promote student engagement and independent learning. The session will also address essential concerns such as digital readiness, academic integrity, and responsible AI integration in the classroom. By the end of the presentation, attendees will gain actionable strategies to adopt Gemini as a supportive teaching partner—making instruction more efficient, sustainable, and future-oriented. This talk will especially benefit teachers of adults, as well as teacher trainers and program managers seeking scalable solutions to enhance teaching and learning through technology.

The evaluation of English essays is a time-consuming and demanding task. To improve efficiency, the use of generative AI for essay assessment has recently attracted attention. However, few studies have investigated whether AI-generated scores accurately reflect teachers' evaluations. This study examines which assessment criteria show the greatest discrepancies between AI and human ratings, and how revisions in prompt design can reduce such gaps. Based on Wu (2021), four criteria were adopted: vocabulary, grammar, organization, and originality. Originality was defined as "consistently presenting a unique perspective or idea derived from personal experience while maintaining topical relevance." The same essays were rated on a five-point scale by both AI and human teachers. The concordance rates were 75% for vocabulary, 62.5% for grammar, 75% for organization, and only 37.5% for originality. These results indicate that originality poses the greatest challenge for AI. To overcome this challenge, the prompts were revised to clarify the distinctions among the five scales. As a result, the concordance rate for originality improved from 37.5% to 60%. These findings suggest that more elaborated prompt designs can enable generative AI to more reliably assess originality, a criterion traditionally considered difficult for AI to assess.

With the rapid advancement of generative AI, learners now have more opportunities to practice English conversation with AI. However, AI often dominates the conversation, limiting learners' speaking opportunities and hindering smooth interaction. Little research has examined which types of prompts are effective for learners at different proficiency levels. Based on communication strategy theories, two prompts were developed: Prompt A, which encouraged the AI to actively ask questions and expand topics, and Prompt B, which prioritized providing learners with psychological support rather than driving topic development. Eighteen L2 learners with varying proficiency engaged in three-minute oral dialogues with the AI under both conditions. To evaluate conversational smoothness, the number of words and turns produced by learners were analyzed by prompt type and CEFR proficiency level. Questionnaires were administered to assess learners' perceptions of which prompt facilitated smoother interaction. Statistical analysis revealed that higher-proficiency learners (B2 level) produced significantly more words and turns with Prompt A than with Prompt B, while lower-proficiency learners (A2 level) spoke significantly more with Prompt B than with Prompt A. The questionnaire results supported these findings. These results suggest that tailoring prompt design to learners' proficiency levels is essential for fostering smoother and more effective oral interaction.

Metacognitive ability, defined as the capacity to evaluate and revise one's own writing, is essential in English essay composition. With the rapid growth of generative AI, learners are encouraged to use AI-based evaluation and feedback. However, little research has examined how English proficiency, self-assessment accuracy, and metacognitive ability, and AI-based assessment are interrelated. In this study, 88 university students wrote short English essays of about 100 words. They rated their own writing on a five-point scale, and the same essays were assessed by generative AI and English teachers using identical criteria. The participants' overall proficiency was measured by TOEIC scores, and their metacognitive ability by questionnaire. Statistical analysis revealed that higher-proficiency learners had smaller gaps between self-assessment, teacher ratings, and AI scores, reflecting more objective self-evaluation and accompanied by higher metacognitive scores. In contrast, lower-proficiency learners tended to overestimate their performance, resulting in larger discrepancies from teacher and AI evaluations, along with lower metacognitive scores. These results indicate a strong relationship between proficiency, self-assessment accuracy, and metacognitive ability. Moreover, they highlight the importance of tailoring AI feedback: advanced learners benefit from guidance on refining expression and structure, whereas lower-proficiency learners require more detailed explanations of lexical and grammatical errors.

With increasing globalization, communication skills, especially English speaking ability, are gaining importance. However, effective short-term training methods remain limited. This study examined the effects of feedback types in a short-term spoken diary program that learners could practice at home. Sixteen EFL learners recorded a five-minute spoken diary for ten consecutive days. They were divided into three groups: feedback from a human teacher, feedback from generative AI, or no feedback. Speaking fluency (WPM), confidence, anxiety, and learner perceptions were assessed before and after training through performance data and questionnaires. Statistical results showed that overall fluency improved by 69%, confidence increased by 40.9%, and anxiety decreased by 16.3%. Learners also reported that spoken diary practice was easy to continue and enhanced self-confidence. Comparing feedback conditions, the human feedback group gained more fluency than the AI group (18% vs. 7%) and received stronger motivational and psychological support. In contrast, AI feedback was more effective for grammatical accuracy and offered immediate responses. These findings suggest that spoken diary training is a practical and effective method for daily speaking practice, and that combining human and AI feedback in a complementary way may provide more effective approaches for developing speaking proficiency.

In response to the evolving demands of English language teaching in the digital era and rise of globalization, this presentation discusses how English as a Lingua Franca (ELF)-informed pedagogy can be used to empower teaching and transform learners. It introduces the ELFJ-Corpus, a Japan-based research initiative designed to capture authentic ELF interactions among university students. Key findings—including insights from post-interviews with corpus participants—highlight how learners negotiate meaning, employ communication strategies, and engage with intercultural topics. Moreover, a curated glossary of discussion themes within the corpus offers educators a practical guide for classroom integration. The presentation also includes classroom activities using the corpus to help raise learners' ELF awareness and exposure to non-native accents, foster strategic competence, and enhance their intercultural sensitivity. Example responses by students during these activities provide additional insights. The session concludes by exploring future directions, including opportunities to refine and expand the corpus through international collaboration. By bridging digital tools and ELF pedagogy, this presentation offers actionable strategies for language educators seeking to cultivate more globally competent and confident learners.

With nearly 70% of the world now online, news stories are more accessible than ever before. For English language learners, news provides a rich resource for developing both language proficiency and global awareness. TESOL educators have long incorporated news into ESL/EFL classrooms, with research emphasizing the importance of careful material selection (Bell, 2003; Farmer, 2008) and demonstrating its effectiveness in supporting a wide range of skills. Studies indicate that news can help learners improve reading, writing, and speaking (Tafida & Dalhatu, 2014), strengthen listening comprehension (Brinton & Gaskill, 1978), and enhance critical reading skills (Correia, 2006). It has also been shown to build speaking proficiency (Bahrani & Tam, 2011) and promote critical thinking and collaboration (Moglen, 2014). One innovative resource that extends these benefits is Xreading News, a weekly publication featuring five current news stories written in accessible, graded language. By offering curated texts, it enables learners across proficiency levels to engage meaningfully with authentic news content. This workshop will introduce Xreading News, outline how each issue is created, and highlight its language-learning advantages. Participants will also explore hands-on classroom activities that demonstrate how news can spark engagement, encourage communication, and strengthen key language skills.

This presentation introduces LHBS Voice, a school-based journalism project that encourages students to use English for authentic communication. Rather than writing only for classroom assignments, students publish news stories, interviews, and reflections that are shared with the wider school community. This approach gives learners a real purpose for writing and helps them see English as a tool to connect with others. The project also develops important skills for young people. Students work in teams as reporters, editors, and photographers, practicing responsibility and collaboration while improving their language accuracy and fluency. Publishing their work motivates them to take greater care with vocabulary, grammar, and style, since their audience extends beyond the classroom. In addition, LHBS Voice provides opportunities for students to record school events and cultural traditions, allowing them to serve as witnesses of their community. The project demonstrates how journalism can support English learning while also building confidence, creativity, and cultural pride.

The integration of technology in education has transformed classrooms, offering students increased access to resources, interactive learning opportunities, and the development of digital literacy skills. However, the pervasive presence of mobile phones and unrestricted technology use has raised concerns among educators and policymakers. While digital tools can enhance engagement and collaboration, excessive reliance on phones has been shown to distract students, reduce attention spans, and hinder deep learning (Fox 2018). This presentation examines the growing push to limit technology and phone use in classrooms, highlighting the tension between leveraging technological advantages and addressing its detrimental effects on student focus, social interaction, and academic performance. The discussion underscores the importance of striking a balance—adopting purposeful, structured use of technology while setting boundaries to ensure that classroom environments remain conducive to learning.

What else can we use PowerPoint for besides presentations? PowerPoint is widely used in classrooms, yet many teachers rely on it only for delivering information in a lecture style, often overlooking its potential for interactive and engaging classroom activities. This overuse usually results in teacher-centered lessons, where students remain passive, engagement is limited and learning is not enhanced. On top of that, it is also challenging for many teachers to utilise PowerPoint to its full potential due to its complex features. If you are encountering the above-mentioned issues, using a jeopardy-style slide might be a better alternative. This presentation will cover three key areas. Primarily, it will be showcasing sample interactive slides. Secondly, it will highlight a few useful features of PowerPoint and last but not least, it will demonstrate a step-by-step guide to building Jeopardy-style slides. The session is intended for teachers and teacher trainers seeking practical ways to integrate technology into lessons and promote more dynamic learning experiences.

TikTok is a dominant social media platform that is gaining popularity in ELT. In general it has contributed to some changes such as teachers shifting their target audience from class to online. (Tran, 2024). Moreover, there are significant learning improvements in learning reported (Usman et al., 2024; Benitez-Correa & Gonzalez-Torres, 2025), along with the problem of distraction and input quality (Maretha & Anggoro, 2022; Usman et al., 2024; Rininggayuh et al., 2024; Benitez-Correa & Gonzalez-Torres, 2025). However, in the ever-evolving landscape of technology and social media, the current practices in TikTok by ELT practitioners may become irrelevant. Making lessons relevant to learners allows for natural acquisition and provides intrinsic motivation for learning English. Therefore, it is important to understand the underlying factors behind TikTok's benefits and drawbacks in order to prepare for such a future. In this context, this presentation attempts to propose recommendations on how to not only capitalize on TikTok but what to do to prepare for future technological advancements beyond TikTok. This presentation is especially relevant for teachers of young learners, general English programs, and educational leaders since they are the ones who have to actually teach students, use materials, and even create materials for students.

Artificial Intelligence (AI) is rapidly reshaping English language teaching by providing educators with accessible, flexible tools that support personalized instruction and encourage learner independence. Recent studies highlight the potential of AI-driven educational platforms—like adaptive learning systems and intelligent tutors—to increase learner motivation, engagement, and self-regulation in ESL settings (Fang, 2025; Wei et al., 2023). Research also points to notable gains in speaking confidence and overall language achievement when AI is thoughtfully integrated into instruction (Qiao, 2023). This interactive workshop introduces participants to a selection of current AI applications suitable for immediate implementation in ESL classrooms. Participants will engage in hands-on activities to experience how these tools can streamline lesson preparation, support language learning, and help promote learner engagement. By the end of the session, participants will gain the practical skills to integrate AI applications into their own ESL classrooms in ways that enhance both teaching and learning. The workshop emphasizes how accessible tools can reduce teacher workload, support differentiated instruction, and foster greater learner autonomy and engagement. Participants will leave with actionable strategies for responsible, pedagogically sound integration of AI, which empowers teachers while helping to create more interactive and motivating learning experiences for students.

Does student background play a role in the ability to effectively use AI? This paper addresses this question by presenting the development and validation of the AI Readiness Scale (AIRS), a psychometric instrument designed to measure university students' preparedness for working with Large Language Models (LLMs), such as ChatGPT. AI literacy, as defined by Long and Magerko (2020), is 'a set of competencies that enables individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace.' The AI literacy discussion remains unclear about the need for explicit instruction on AI use in the classroom, but the growing demand for university-wide AI policies implies that such guidance is necessary. The session will detail the psychometric process used to create AIRS, including the comprehensive construct definition, item generation, and multiple pilot studies. A key focus will be a predictive validity study, which uses the scale to explore pre-existing AI readiness and their academic success in assignments that require LLM use. This presentation will conclude with a practical tool for educators and researchers aiming to effectively integrate AI into English language teaching.

This study explores AI readiness among students in 13 Asian PISA 2022 systems, focusing on how socioeconomic status (SES) influences digital access and usage patterns. Using weighted PISA 2022 data, the analysis examines home internet access patterns (home computer + internet vs. smartphone-only), what students use these devices for (school vs. leisure), and PISA reading scores, controlling for SES (measured by PISA's ESCS variable). Results reveal sharp digital stratification: students in the top ESCS quartile are more likely to have home computer and internet connections (82.6% vs. 15.9% for smartphone-only), while bottom-quartile students are more likely to rely on smartphone-only access (48.5% vs. 45.7%). Even after controlling for ESCS, better connection quality is associated with higher reading scores. The analysis also finds that higher SES students show higher levels of school-related digital device use and that school-related technology use has positive effects on reading scores after controlling for SES. As 2022 marked generative AI's emergence, these findings are important for understanding how baseline digital inequities may shape AI's educational impact. Without interventions, these patterns suggest that socioeconomic contexts may influence both what AI-enhanced educational opportunities are available to students and how effectively they can utilize them.

This article examines a process-based approach to writing for EFL university students, incorporating AI tools such as ChatGPT and NotebookLM to enhance each stage of writing development. The approach addresses key challenges faced by non-native English learners—such as idea generation, structural coherence, and linguistic precision—by utilizing AI as a supportive writing aid. The writing process is divided into three distinct phases: front end, mid-stream, and back end. In the front end, students leverage ChatGPT for brainstorming and outlining, while NotebookLM supports information gathering and knowledge organization, enabling more creative and structured foundations for writing. During the mid-stream phase, ChatGPT facilitates drafting by providing feedback on sentence structure, meaning clarity, and alternative phrasing, fostering fluency and flexibility. In the back end, both tools assist with revision and editing: ChatGPT focuses on grammar, style, and structural refinement, while NotebookLM helps ensure coherence across sources and ideas. Teachers may integrate AI across all phases or selectively incorporate it, particularly in advanced classes. This adaptable framework promotes confidence, self-efficacy, and a growth mindset, offering a replicable strategy for improving English-language writing in EFL contexts.

As AI tools like chatbots, grammar checkers, and translators become more accessible, many English language learners are using them not to support learning, but to avoid it. This growing dependence on AI as a crutch can hinder language development, reduce critical thinking, and foster academic dishonesty. In ESL contexts, where language input and practice are already limited, the misuse of AI poses a serious challenge to meaningful learning. This presentation addresses the urgent need to guide students toward using AI as a learning partner—a tool that supports, not replaces, their efforts. It offers practical solutions, including classroom strategies that promote AI literacy, critical use, and reflective thinking. Sample activities and task designs will be shared, helping students understand the strengths and limitations of AI and use it ethically to enhance learning outcomes. The session targets language educators, curriculum designers, and teacher trainers interested in integrating AI responsibly.

Learning is most effective when it is enjoyable and engaging. By incorporating games and hands-on activities, the classroom can be transformed into a fun and interactive learning environment. This approach helps students understand the target language more deeply while also building essential skills such as critical thinking, collaboration, and problem-solving. By making learning fun through games, students are more likely to stay motivated and engaged. This presentation will focus on Games4esl, a platform designed to transform your classroom into a fun and productive learning environment. It enhances student motivation and encourages collaboration through interactive, game-based learning. Specifically, teachers will learn how to integrate games into their lessons, customize ready-made templates to suit their students' levels, and even design their own games using Games4esl as a model. This presentation is recommended for English teachers at all levels, particularly teachers of young learners.

In today's digital era, English language teaching is changing rapidly—especially when it comes to teaching vocabulary and grammar to young learners. Traditional methods such as drills and worksheets often fail to keep students engaged. Gamification, however, offers a fun, interactive, and powerful way to make vocabulary and grammar learning more exciting, motivating, and meaningful. This presentation demonstrates how Blooket, through its different game modes, can effectively empower teachers and transform language learning for young learners. Each mode provides unique benefits, such as reinforcing practice through repetition, boosting motivation through competition, encouraging strategic thinking and review, and promoting collaboration and participation among students. By integrating these modes into lessons, teachers can create a well-rounded learning experience that not only strengthens vocabulary and grammar retention but also enhances motivation and makes learning more enjoyable.

Students in English Access Microscholarship Programs require English proficiency, critical thinking, and personal growth support to achieve educational goals and prepare for future exchange opportunities. To thrive in a digitally connected world, they also need advanced digital literacy skills. Digital storytelling provides an engaging methodology to meet these needs. By writing and recording personal narratives, capturing images, and creating three-minute multimedia artifacts, students construct stories that foster identity development, resilience, and self-expression (Davis, 2008). In this session, a Digital Storytelling Facilitator and former Educational Specialist will:

1. Share a Citizen Diplomacy Action Fund–supported digital storytelling project conducted in Gobi Altai, Mongolia, for young rural learners;
2. Present three student narratives from Young Voices of Mongolia: Authoring and Affirming Identity through Digital Storytelling;
3. Demonstrate how digital storytelling aligns with Access program objectives, including English proficiency, critical thinking, digital literacy, and personal development;
4. Provide an online template for teachers to design intensive digital storytelling sessions.

Strategies used with rural learners in Mongolia are adaptable for Cambodian English learners. Attendees will leave with practical tools and strategies to support student voice, engagement, resilience, and the development of language and digital skills for the Cambodian classroom.

The rapid evolution of technology has profoundly impacted human life, creating both immediate and long-term opportunities, challenges, and threats to education systems (UNESCO, 2023). Among these advancements, Artificial Intelligence (AI) has brought significant transformation to English Language Teaching (ELT), particularly in language assessment, material development, and independent learning. This presentation explores the potential of ChatGPT in ELT material development through a comprehensive SWOT analysis, examining its Strengths such as adaptability and speed, Weaknesses like dependency on prompts and occasional inaccuracies, Opportunities for personalized learning and resource accessibility, and Threats including ethical concerns and over-reliance on limited data automation. The session will provide participants with practical strategies for generating effective learning materials while maintaining good teaching practices. It is especially recommended for both experienced and new English language teachers and material developers who are eager to integrate AI solutions into their practice.

Prior to the actual lesson demonstration, preparation indeed consumes long hours that stress most teachers (Cerpelloni, 2025). In some cases, the homeroom teachers cannot make it to their classes, which can be a disaster for substitute teachers if no information is available. This could lead to teachers' demotivation or even cause them to quit the profession, as they are unlikely to manage their time properly. How can one save the situation? This session intends to explain the basic structures of a lesson plan and provide some websites with ready-made materials. All the teachers need to do is quickly adjust the materials to fit their needs and click print. In addition, a demonstration of each site will be shown alongside flexible tips. Since it is a practical workshop, it is highly recommended for novice teachers or those with busy schedules who want to maintain an engaging lesson, even if it is just a substitute class.

This interactive workshop explores how teachers can utilise free digital tools to create student-centered classrooms that empower learners and foster deeper engagement. By moving from teacher-led instruction to learner-driven exploration, participants will discover how simple, accessible technologies, such as Padlet, Mentimeter, and free AI platforms can amplify student voice, support collaboration, and personalize learning. Through hands-on activities, participants will practice redesigning a traditional lesson using interactive platforms to promote discovery learning and secondly, creating a digital "Choice & Challenge Menu" to differentiate tasks and encourage autonomy. The workshop also addresses common challenges, such as uneven access to devices and internet connectivity, with practical low-tech adaptations. Educators will leave with ready-to-go strategies and digital templates to transform classrooms into inclusive, learner-centered spaces where students are not passive recipients of knowledge but active co-creators.

Teacher workload remains a pressing challenge in English language education. Planning lessons, creating activities, grading assignments, and giving personalized feedback consume long hours outside class, leaving little energy for creativity or student engagement. This burden often leads to stress and reduces opportunities for innovative teaching. This presentation introduces the Brisk Teaching Tool, an AI-powered platform designed to support teachers and enhance teaching quality. Drawing on classroom trials and teacher feedback, the session will illustrate how Brisk reduces time spent on lesson planning, assessment preparation, and feedback provision. Participants will explore practical examples of how the tool can:

- Generate lesson outlines tailored to students' levels.
- Create engaging practice tasks such as quizzes and worksheets within minutes.
- Provide instant, personalized writing feedback.
- Develop PowerPoint slides on specific topics.

The presentation combines a live demonstration with hands-on exploration of sample tasks, allowing attendees to experience how Brisk can be integrated into their teaching practice. By the end of the session, teachers will understand how technology can ease workload without reducing quality. They will leave with concrete strategies to apply the Brisk Teaching Tool effectively in their classrooms.

Artificial Intelligence (AI) is rapidly shaping English Language Teaching (ELT), creating both new possibilities and challenges for educators. While concerns about teacher replacement exist, recent research suggests that AI functions best as a pedagogical assistant rather than a substitute (Zou & Xie, 2024). Tools such as ChatGPT, Google Docs, and Google Slides can support teachers by generating lesson ideas, adapting texts, and providing feedback, while Gemini add-ons integrate these features directly into teaching workflows. However, the uniquely human aspects of teaching—such as building relationships, motivating learners, and offering cultural and emotional guidance—remain irreplaceable. This presentation will explore how teachers can design effective prompts to optimize AI-generated content for classroom use, including examples of activities, adapted texts, and comprehension tasks. A hands-on workshop will guide participants in creating and refining prompts for specific teaching contexts. The session will conclude by highlighting essential teacher skills—creativity, emotional intelligence, and digital literacy—that ensure educators remain central in the AI era.

This presentation outlines a strategic approach to integrating educational technology and AI to create a more dynamic and engaging learning environment for ESL students. The workshop begins by exploring various gamification tools, such as Quizlet and Baamboozle, and discusses how their interactive features can be leveraged for effective vocabulary practice, test preparation, and collaborative learning. The session then introduces the Technology Integration Planning (TIP) Model as a structured framework for teachers. It explains the key phases of the model, including determining objectives, designing integration strategies, preparing the learning environment, implementing the plan, and evaluating the outcomes. This model ensures that technology is not just an add-on, but a meaningful tool that aligns with pedagogical goals. Finally, the presentation delves into the use of AI for content creation, focusing on how teachers can use it to enhance efficiency in lesson planning. It provides a practical guide on crafting effective AI prompts using the CAST framework (Context, Action, Specifics, and Task/Output), offering a clear method for generating tailored educational materials. This approach aims to equip teachers with the skills to confidently and creatively integrate modern technology into their classrooms.

Gamification is gaining traction in ESL/EFL classrooms as a dynamic approach to enhance learner engagement and motivation. By incorporating game-based elements into instruction, educators can create more interactive and enjoyable learning environments. Theoretical frameworks such as Self-Determination Theory, Flow Theory, Behaviorism, and Second Language Acquisition (SLA) support the integration of gamification in language education (Laksanasut, 2025). Furthermore, recent research highlights its effectiveness in fostering both intrinsic and extrinsic motivation (Neman, 2024). A recent analysis by Fluentt (January 2025) describes traditional ESL methods as outdated and ineffective, emphasizing that repetitive grammar drills, passive teaching approaches, and lack of meaningful interaction hinder the development of real-world communication skills and reduce student motivation. This presentation explores the use of three interactive gamified tools—Game4esl, and Ahaslides,—to support vocabulary, grammar, and speaking skills development in ESL/EFL contexts. Attendees will gain practical insights into how these tools can be applied to promote deeper, more meaningful language learning, particularly for adult learners. The session also offers strategies for using gamification to develop both micro and macro language skills. Overall, the findings suggest that when implemented thoughtfully, gamification can significantly enhance student motivation, participation, and overall language learning outcomes.

Technology increases students' collaboration, which is an important tool for learning (Costley, 2014). Moreover, it allows students to engage more in classroom activities. Christen (2009) argued that students use technology every day for texting, social media, and web surfing (as cited in Costley, 2014). The problem is some students use their devices in class while studying without their teachers' permission. Thus, their attention and participation are decreased dramatically. This causes concerns among many educators. Since students love to be constantly on their phones, integrating technology tools into the classroom setting can be a solution for both learners and educators. In this session, we will focus on designing technology-enhanced activities that are innovative and align with the interests of both educators and students. Additionally, we will focus on the methods of using technology in the class, common challenges, their solutions, and the impact of technology on engagement. Participants will learn how to select the right tools for their specific content and students. After the presentation, attendees will leave with resourceful toolkits and a clear plan for implementing innovative and engaging activities using those tools in their classrooms. This presentation is recommended for every teacher and everyone in the field of education.

Come along and discover how we're turning edtech research into widespread educational impact. This presentation shares findings from a six-month longitudinal study conducted in Kampong Chhnang, Cambodia, from February to August 2025. In collaboration with Studycat, the WAH Foundation, and The Atlas Foundation, we implemented an app-based learning program with 180 Grade 1 students using 20 tablets in a dedicated Language Lab. The study demonstrated significant improvements in English language acquisition across all participant groups. What made this particularly exciting was seeing how the fun, self-driven nature of the app gave these young learners a genuinely engaging and positive start to their language learning journey. This session will present key research findings alongside real student stories that show the human impact behind the data. Attendees will discover practical strategies for implementing mobile learning programs in their own classrooms. You'll learn how to maximize tablet-based learning with limited devices and integrate app-based activities that develop both language and learning skills. This pilot project has become the foundation for a scalable model to expand across Kampong Chhnang province and will grow in years to come.

This study examines the effectiveness of interactive climate fiction (cli-fi) materials in engaging English for Academic Purposes (EAP) learners at a Chinese university and increasing their knowledge of environmental issues. Building on Phase 1, which focused on designing and evaluating AI-assisted, technology-enhanced learning materials, Phase 2 assesses their impact on students' comprehension and engagement. The materials, created using H5P, combine immersive cli-fi narratives with embedded comprehension activities, aiming to develop both language proficiency and awareness of environmental sustainability issues. AI tools were used to generate story outlines and multimedia content, enabling the creation of visually rich and engaging narratives. To assess their effectiveness, students completed pre- and post-questionnaires measuring comprehension of sustainability topics presented in the stories. Additionally, H5P analytics provided quantitative data on learner interactions, completion rates, and time on tasks, supporting a mixed-methods evaluation. Findings indicate improvements in students' understanding of environmental issues and demonstrate the potential of interactive, AI-supported storytelling to foster deeper engagement in language learning.

As technology advances, our classrooms also need to follow the trends. The integration of technology becomes significant to students' academic and professional success. On the other hand, despite the increasing digital resources available on the internet, many learners still encounter challenges in building their digital skills to cope with the digital world effectively. The gap in digital competence in developing the skills can still occur due to the insufficient support in educational systems and the lack of adequate training for both educators and students. This workshop is designed to familiarize participants with key digital literacy competencies for your learners and discuss teaching strategies and tools that support your learners in developing their information literacy. The participants will also receive the information to support your learners in finding, evaluating, and choosing appropriate digital tools. This presentation is recommended for all ESL educators, teacher trainers, and curriculum developers who are interested in advancing digital education practices and equipping learners with the skills they need for the future.

With AI tools widely available, students often use them for more than practice or research. Students are increasingly abusing AI to turn in generated content as their own. So-called "AI Detectors" frequently mislabel genuine work as AI, while clever students avoid detection with intentional mistakes or having AI rephrase as an intermediate English learner would. Instead of relying on methods which risk producing false positives and unfairly blaming innocent students, a new strategy can eliminate this risk. This promising strategy consists of four stages, designed to efficiently catch AI use without overburdening teachers. First, 'Fingerprinting' plants markers to reveal AI use. While not foolproof, it is simple, fast, and only needs to be done once. Then, 'Flagging' detects fingerprints and subjective indicators of AI to be confirmed later. Next, 'Inspecting' checks for objective proof of AI, working even if students plant errors or use AI paraphrasing. Finally, 'Vetting' involves strategically interviewing suspected students who have not been confirmed. This session will detail ways students hide their AI use and how to detect it anyway.

In the aftermath of the COVID-19 pandemic, Collaborative Online International Learning (COIL) has gained increased prominence as a means of fostering intercultural exchange and global collaboration in higher education. At the same time, research in foreign language education has seen a surge of interest in the pedagogical applications of artificial intelligence (AI). These parallel developments highlight new opportunities to integrate COIL with AI-assisted learning in order to address persistent challenges in supporting English language learners' communication skills. This presentation will briefly introduce the design and implementation of AI-assisted tasks created to support personalized language practice, with the goal of preparing Japanese university students for effective communication during COIL synchronous interactions. Preliminary results, based on the analysis of students' post-COIL survey results, student-generated prompts for personalized learning with ChatGPT, and their reflections after the AI-assisted tasks, revealed students' perceived benefits of AI-assisted learning in terms of speaking confidence and conversational responsiveness. Furthermore, most students reported positive feelings following the AI-assisted tasks, but the reasons behind those who reported mixed or negative feelings will also be addressed. This presentation may be of interest to those who seek to use AI to design personalized tasks for EFL oral proficiency development.

In 2025 many universities declared there was a "cheating crisis" around written assignment work. Behind such declarations are limiting notions of assessment, academic production and teaching methodology and role of scaffolding. These traditional approaches do not account for the changes in how we engage with and respond to information. This presentation reports on a project piloting the integration of NotebookLM in Term 4 2025 in an Academic Research Writing course in an ELT school in Cambodia. The focus is on the structure of the course syllabus, incorporating the appropriate use of AI tools and how it relates to the research and production processes. As part of this integration, the course trialed the use of NotebookLM as a tool to scaffold student engagement with academic quality sources. This included the use of NotebookLM-generated FAQs, quizzes and interactive podcasts. We will look at the process of scaffolding reading of challenging texts and how engagement with the arguments and information within academic articles is evident in student production both written and spoken. By the end of this presentation you will have perhaps had some of your assumptions challenged and have a clearer understanding of whether AI-integration is appropriate for your teaching context.

There are general complaints from universities regarding students' abilities to handle the amount and intensity of reading traditionally required in many university programs. Accompanying this is a general perceived crisis that the increasing dominance in video and audio as means of information consumption is leading to a general decrease in reading skills. The question is whether the enemy can be the saviour. This paper reports on part of a pilot study in an Academic Research Writing course where NotebookLM was used to scaffold student engagement with academic reading texts such as journal articles. It looks briefly what we mean by scaffolding reading and what are the traditional methods. Then it looks at how Google's NotebookLM can be used as a scaffolding tool to support content and structure comprehension, and engagement through the use of AI-generated interactive video podcasts of readings with a demonstration of what was done in the course. Finally, it will consider outcomes of its use and student perceptions of its usefulness and validity. You will come away with a clear understanding of whether NotebookLM can be used to support EAP student reading and if so, some ideas of how.

Designing a vocabulary lesson often requires considerable time, and effort, as teachers typically spend hours searching for suitable resources. In today's digital era, the internet and social media offer an abundance of materials, yet practical and engaging presentation resources remain relatively limited. At the same time, the rise of artificial intelligent has introduced powerful tools which can generate meaningful outcomes for educators. While some debate portray AI as a shortcut to achievement, its real potential lies in how we choose to apply it. What if, instead of replacing effort, we allow AI to enhance our teaching practise? This presentation will explore the role of AI in foreign language education, highlight compelling reasons to integrate it, and share effective prompts for planning vocabulary lessons - relevant to teachers who teach young learners, and adults.

In the EFL classroom, students' engagement and academic achievement are tied to their enthusiasm; therefore, it is very crucial for teachers to utilize existing tools in this digital era to gamify the lessons in order to foster motivation and sustain it (Ling & Abdul Aziz, 2022). The involvement of games and stimulating practices such as Wordshake and Jeopardy can be the key to creating a positive and engaging setting in the classroom. This presentation introduces these two interactive games, designed to boost students' mood, interest and participation for their progress in language skills. Wordshake is a fast-paced word generation that encourages lexical fluency and creativity, while Jeopardy transforms review sessions into a competitive and team-based learning environment. New studies show that game-based educational strategies not only enhance vocabulary acquisition but also support confidence, autonomy, and self-regulated learning (Frontiers, 2022). Ultimately, this session provides teachers with the opportunity to get to know fun and ready-to-use activities and how to integrate them into lesson plans.

Many English learners feel less engaged when their lessons rely too much on textbooks, which can cause them to fall behind. To address this challenge, this session shows why active engagement is essential for language learning and demonstrates how teachers can make lessons more interactive through digital activities. Participants will explore tools such as online quizzes, game-based learning platforms, voice recordings, collaborative storytelling, and digital roleplays that bring energy and creativity into the classroom. These activities not only motivate students to learn but also build confidence and communication skills. The session will also highlight how teachers can adapt these digital tools for different ages and levels, making learning more meaningful and enjoyable. By the end of the session, participants will gain practical strategies they can easily apply in their own classrooms to boost engagement and success. This presentation is recommended for all ESL teachers and teacher trainers.

In many English language teaching classrooms, teachers seek ways to enhance student engagement and foster collaborative learning without relying on personal devices. One effective yet underutilized tool is the Jeopardy Labs game platform, which allows teachers to create interactive, personal, game-based learning experiences that energize the classroom while keeping the focus on language practice. This workshop will provide participants with a hands-on introduction to the Jeopardy Labs platform and demonstrate how to implement it for different TESOL contexts. Teachers will explore how Jeopardy Labs can be used for vocabulary review, grammar practice, reading comprehension checks, and even as an icebreaker activity. Participants will not only learn to create their own Jeopardy Lab boards but will also experience the game from the learner's perspective, gaining insights into how it motivates students, builds teamwork, and promotes active participation without the distraction of phones. By the end of this session, attendees will leave with practical tips and ideas they can apply immediately to their own classrooms.

Whether or not we favour generative artificial intelligence, it has undoubtedly spread to all corners of the world. At present, AI is widely incorporated into all fields, including education. In the field of teaching, AI brings about potential risks to students and teachers (Zhai et al., 2021). Without proper guidance, students may use AI in ways which hinder their learning and affect their critical thinking capability. According to Zhai et al. (2021), it is questionable that AI may challenge the teachers or, at worst, replace them. Despite the drawbacks AI may pose to students, teachers play a key role in alleviating the possible threats. Appropriate guidance from the teacher will not only eliminate the hindrance to learning of students but also enhance their learning. Instead of fearing the challenges or displacement, teachers should feel empowered by the beneficial assistance AI has to offer. For instance, AI can be used to help with drafting lesson plans, creating vocabulary lists, etc. This 30-minute presentation will explore the benefits and drawbacks of AI integration in ELT for students and teachers and the final conclusion upon weighing both sides. This presentation is intended for ELT teachers at all levels.

Target Audience: Teachers of Young Learners

CHHEANG Leanghuot and DUCH Layhouy

Keeping young learners engaged in English lessons can be challenging, especially when their attention shifts so quickly. This session introduces practical and easy-to-use online gamification tools, such as Classtools.net, to help teachers create fun and interactive lessons. Participants will explore playful activities like arcade-style quizzes, flashcards, and mini digital escape rooms designed to support vocabulary, grammar, and basic reading and listening skills. Through live demonstrations and hands-on practice, teachers will try out these tools and even create a short game or quiz of their own. The session will also share simple tips for using gamification in both low- and high-tech classrooms and provide ready-made templates to save planning time. Attendees will leave with fresh ideas and concrete strategies to make lessons more engaging, collaborative, and memorable for their young learners.

Target Audience: Teachers of Young Learners

NHEM Chantepthyda and CHEAT Mengheang

In today's digital age, although fundamental learning has been a sole focus in education, it alone cannot sufficiently prepare students to tackle problems and present themselves with confidence on the international stage. Fostering a culture of critical thinking is also equally crucial. Not only do language instructors transmit knowledge to learners, but they aim at equipping every learner with critical thinking skills that are essential for the 21st century (Ahmed, 2022). Educators are in a unique position to cultivate critical thinking skills which are also the core competencies required to succeed in the current global market. Consequently, the use of digital tools has become a powerful accelerator in developing and assessing critical thinking skills of learners. Incorporating digital technologies in lesson planning to promote young students' critical thinking is a valuable and beneficial pathway in modern education (Lionenko & Huzar, 2023). The integration of digital tools offers various opportunities for teachers to stimulate critical thinking, encourage active learning, foster engagement, and enable tailored teaching. Therefore, this presentation will highlight the definition and importance of critical thinking, suggest practical digital resources, and explore how they promote the skill. This sharing is recommended for all ESL instructors, teacher trainers, and curriculum developers.

Target Audience: Teacher Trainers

KHOUCH Khayfong and SORN Sokunvitou

Teaching vocabulary and grammar not only enhances students' language skills but also contributes to educators' personal growth and professional development. However, it can be a demanding task for teachers, especially when resources are limited. When educators rely on monotonous or repetitive activities, students are more likely to become disengaged and lose interest. As a result, choosing the right tasks can be difficult when planning a lesson, and relying on time-intensive approaches may lead to fatigue and classroom inefficiency. To address this, it is essential for teachers to design engaging and interactive activities that keep students involved, support skill development, and make the learning process enjoyable. Therefore, incorporating gamification into a lesson can prove to be fruitful. This presentation will showcase a fun and interactive platform that educators can incorporate into their classrooms. It is suitable for both teachers and teacher trainers.

Teachers often struggle with time limits and inadequate skills when preparing lessons (Cayabas Jr. & Sumeg-ang, 2023). The large amount of multimedia data and information makes it harder for educators to prepare effectively while keeping a clear view of their resources (Yu & Brandenburg, 2011). It's important to tackle this issue because lesson planning already takes a lot of time and effort, and being disorganized can reduce creativity and focus (Annes, Taylor, & Hallock, 2023). That's why we are introducing Miro, an online workspace that educators can gather, edit, organize, and present materials. Instead of switching between different documents and tools, teachers can collect real texts, videos, slides, and notes in one visual area. They can arrange these into lesson flows and add annotations directly on the board. This tool not only helps teachers save time and adjust lessons quickly but also leads to increased student engagement and continuity in lessons (Lorts, 2022; Alone et al., 2025). The presentation will show how Miro can be used for lesson planning, resource organization, and presentation design. This presentation is recommended for all ESL educators, teacher trainers, and coordinators.

In the digital era, homework has increasingly moved from paper-based tasks to online platforms, reshaping how students engage with English learning beyond the classroom. While these platforms—such as Google Classroom, Moodle, and Quizlet—offer opportunities for increased flexibility, interactivity, and autonomy, their actual impact on student engagement remains a key concern for many educators. Teachers often face challenges such as unequal access to technology, students becoming distracted by online activities, and the added workload of monitoring digital tasks. These issues raise important questions about how online homework can be used effectively rather than becoming a burden. This presentation examines both the benefits and limitations of online homework platforms, with a particular focus on their impact on student motivation, participation, and accountability in English language learning. Drawing on practical classroom experiences, the session highlights strategies for designing purposeful tasks, blending digital and traditional methods, and making use of platform analytics for feedback. By focusing on realistic classroom practices, this talk offers teachers practical solutions to maximize student engagement while minimizing the challenges of digital homework in ELT.

Technology can significantly enhance learning in today's world by making education more accessible, engaging, and efficient. With tools like online courses and instant feedback systems, students can learn at their own pace and from anywhere. Technology can greatly boost collaborative learning by providing tools that make communication and teamwork easier and more effective (Kellogg, 1994). These tools help students build teamwork skills, stay organized, and learn from each other, making collaboration more engaging and accessible (Mandal, 2009). Furthermore, technology provides feedback quickly and effectively through various digital tools and platforms. Educational software can instantly grade answers and offer explanations, helping students diagnose strengths and weaknesses (Haider & Nunan, 2012). This 30-minute session will briefly cover the explanation of how to use an application, along with some activities in a production stage as well.

Abstract In Cambodia and other ASEAN countries, English teachers often face challenges in preparing lesson plans and materials that are both engaging and suitable for their students. The process can be time-consuming, and the results may not always meet the diverse learning needs in the classroom. With the rise of artificial intelligence—especially ChatGPT—teachers now have a new tool to make lesson planning faster, easier, and more creative. This presentation will share practical ways to use ChatGPT in everyday teaching. It will show how AI can assist in designing lesson plans that align with learning objectives, creating grammar and vocabulary activities, and producing short, culturally relevant reading texts for different proficiency levels. The session will be interactive, featuring live demonstrations of prompts and outputs. We will also discuss how to adapt and refine AI-generated content to ensure accuracy and appropriateness for Cambodian classrooms. Participants will discover how ChatGPT can save preparation time, support differentiated instruction, and inspire new teaching ideas while keeping the teacher at the center of the learning process. By the end, participants will gain practical strategies to responsibly use ChatGPT for lesson planning and materials creation in English classrooms across Cambodia and the wider ASEAN region.

One of the most popular social messaging apps in the Arab and ASEAN regions is WhatsApp. Students in countries such as Brunei, Indonesia, the Philippines, Malaysia, Singapore, and Timor-Leste are very familiar with the Instant Messaging (IM) and Voice-over-IP (VoIP) features of WhatsApp. Hence, this study capitalized on the students' familiarity with WhatsApp. Anchored in the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT), the researcher conducted EFL classes based on a teaching and learning usage plan for WhatsApp. After the implementation period, the researcher collected quantitative and qualitative data through a questionnaire and written short responses, focusing on the purposes, comfort, usefulness, ease of use, collaboration and interaction with others, motivation, facilitation of learning, satisfaction, and effectiveness. The analysis of the data revealed that, in all aspects investigated, students hold positive views. Additionally, it has been further affirmed that there is a high level of satisfaction among student users, and research has shown that using WhatsApp in EFL classes is effective. Moreover, the output provides additional steps and tips for successfully utilizing a social media app in the classroom.

TEC 73**30-minute Workshop****Breaking barriers in general English classrooms using digital game based tools for online and in person communicative lessons****Target Audience: Teachers of Adults****LWIN Zin Mar**

Many general English classrooms still rely on traditional worksheets and board-based exercises, which often fail to engage learners in meaningful communication. This is especially noticeable in online lessons, where teachers may feel interaction is limited. In this workshop, participants will explore how digital game-based tools can turn traditional lessons into interactive, student-centered, and communicative experiences for both online and in-person classrooms. Using platforms like Wordwall and Bamboozle, the session will show practical ways to redesign intermediate-level grammar and vocabulary tasks to increase participation, motivation, and collaboration. The workshop is hands-on and interactive, starting with a demonstration of lesson transformation and followed by a discussion on adapting these tools to different classroom contexts and student needs. Teachers will leave with practical strategies to make lessons more engaging, communicative, and fun, while building confidence in using digital tools. The 30-minute session includes a 3-minute introduction, 20-minute demonstration, and 10-minute discussion and Q&A, giving participants ready-to-use ideas for their own classrooms.

TEC 74**30-minute Workshop****AI in Action: Practical Tools for Today's English Language Teachers****Target Audience: Teachers of Adults****HOU X Leang**

Artificial intelligence is rapidly reshaping education, offering English language teachers new opportunities to enrich instruction and engage learners. As classrooms become increasingly digital, the ability to use AI effectively is becoming an essential skill for 21st-century teachers. Far from replacing educators, AI tools act as practical companions—streamlining tasks, enhancing lesson delivery, and supporting personalized learning. This workshop showcases a selection of effective AI-powered applications for language teaching, with a focus on real-world classroom use. Participants will explore strategies for integrating these tools to build core language skills, foster learner autonomy, and create more dynamic lessons. By the end of the session, teachers will understand AI's potential in language education and leave with ready-to-use techniques for creating more efficient, personalized, and engaging lessons. They will also be encouraged to share what they have learned with colleagues, helping to bring the benefits of these AI tools to their wider school community.

TEC 75**30-minute Workshop****Leveraging ClassDojo to Foster Engagement and Activeness in Young Learners****Target Audience: Teachers of Young Learners****SENG Virakyuthpumidear**

Whereas teachers and students in the past were limited to library books as their primary source of learning materials, the accelerated development of technology has facilitated the emergence of digital platforms, applications, and instructional tools that are both accessible and pedagogically effective (Wirantaka, Syaharani, & Baharun, 2024). Despite these advances, many young learners continue to demonstrate low engagement and activeness in classroom activities, which hinders the development of essential academic and social skills. Addressing this issue is critical, as early participation strongly influences long-term learning outcomes. This presentation explores ClassDojo as a potential solution, highlighting its gamified features, real-time feedback, and ability to foster home-school collaboration. By leveraging ClassDojo, teachers can create more interactive and motivating classroom environments. The session targets teachers of young learners, teachers-in-training, and school administrators seeking technology-supported strategies to enhance student engagement.

Student engagement is a big problem in modern classrooms, particularly in ESL/EFL contexts where students often find it hard to stay motivated during traditional activities (Blumenfeld and Paris, 2004). Passive learning approaches such as rote memorization and drills often limit opportunities for meaningful participation, which negatively affects language learning. (Skinner and Pitzer, 2012). This problem is very important because engagement is strongly connected to students' academic success and overall learning outcomes (Heddy and Lombardi, 2015). Without fun activities, learners are less likely to concentrate on lessons, and classroom environments may fail to encourage collaboration or critical thinking. A good solution to this problem is in the integration of games into language teaching and learning. Research shows that game-based learning enhances motivation, and enjoyment, in a positive learning environment. Tools such as Games4ESL PowerPoint games provide immediate feedback, encourage teamwork, and transform lessons into engaging experiences (Homer, 2015). This presentation will explain how these games enhance student engagement, demonstrate practical applications in ESL classrooms, and discuss the advantages and disadvantages. It is particularly recommended for ESL/EFL teachers and trainers who are interested in fun activities and student-centered learning.

This abstract introduces EFL teachers to the importance of building a strong vocabulary foundation, which remains one of the most common challenges for many English as a Foreign Language (EFL) learners. A solid vocabulary base is not only essential for effective communication but also plays a significant role in boosting learners' confidence in using English accurately and fluently across different contexts. In response to these challenges, innovative technological applications have emerged as valuable tools for supporting vocabulary growth and learner engagement. With the rising demand for engaging and accessible resources, online platforms now provide learners of all ages with opportunities to strengthen their spelling, pronunciation, and word recognition through interactive challenges, peer competition, and enjoyable activities. These platforms also promote learner autonomy by encouraging flexible self-study anytime and anywhere, provided reliable internet access is available.

Teacher workload continues to be a significant concern in ELT, particularly in lesson planning, materials development, and ongoing classroom management. This presentation examines how digital tools and AI-supported platforms can reduce administrative and instructional demands by streamlining preparation and delivery processes. The session will demonstrate practical strategies for rapid lesson setup, efficient classroom control, and the quick creation and deployment of student activities. Examples will include the use of BriskTeaching alongside other freely available online tools that help teachers maintain lesson quality while reducing preparation time. Through case demonstrations and classroom-oriented scenarios, participants will gain actionable insights for integrating these tools into daily routines to enhance productivity and improve instructional effectiveness.

With the rapid rise of generative AI, language educators are witnessing an unprecedented expansion of AI-powered tools and applications designed to support learners in practicing various skills, including writing, vocabulary development, listening, and speaking. Writing has traditionally been the skill most closely linked with AI and large language models, as these systems excel at generating and refining text. However, recent years have seen a notable growth in platforms dedicated to conversation and speaking practice, many of which now incorporate interactive features and simulated dialogues. When enhanced with real-time feedback and adaptive scaffolding, such tools have the potential to create rich opportunities for learners to strengthen their oral communication skills in a supportive and low-stress environment. Importantly, these AI-powered systems can also help learners build confidence, experiment with language use, and receive immediate corrective input without the fear of judgment. This presentation introduces the concept of conversational AI and its emerging role in language education. It highlights a selection of widely used AI-based tools, discusses their pedagogical affordances, and critically examines both their benefits and limitations. Finally, the talk will explore teaching and learning implications, with a particular focus on how conversational AI can complement classroom instruction and foster learner autonomy.

In this digital era, online learning materials and technological tools, such as ChatGPT, are widely available and accessible for students to learn autonomously. However, fostering students' independence in their learning is challenging, especially in writing classes where students are dependent on their teachers to provide feedback on their writing pieces. The use of rubrics, therefore, is instrumental in promoting students' independent learning and self-reflection. While a study by Panadero, E. et al. (2023) indicates that the use of rubrics has a positive impact on students' academic performance and a smaller but positive impact on self-regulated learning and self-efficacy, a study by Kim, J. (2019) suggests that the self-assessment rubric enhances students' learning, motivation, self-efficacy, and self-regulated learning in English writing classes. Hence, this workshop aims to provide practical insights into how educational instructors and teachers can employ Generative Artificial Intelligence (GenAI) to create detailed rubrics from scratch to help students self-assess their own writing pieces and how the rubrics can be effectively implemented. Teachers, educational instructors, and participants will gain invaluable insights into employing GenAI and implementing detailed rubrics to support and maximize students' learning in writing classes.

The world is increasingly intertwined with rapidly evolving technology, and English learners are no exception. English learners often engage with technology passively as consumers—watching videos, using applications or reading online content. Even though these practices have provided valuable exposure, they do not always foster critical thinking, creativity, or active language use (Shehab, 2022). Therefore, it is essential that the digital tools be leveraged by the English learners, transforming them from passive consumers into active creators of knowledge and language. By integrating activities such as blogging, podcasting, video production and collaborative online projects, educators can empower students to take ownership of their learning. The session will pinpoint the practical strategies, tasks and instructions, accessible tools and real classroom examples that will encourage learners to produce meaningful and authentic content in English. Ultimately, participants will gain approaches to strengthen learners' English proficiency and essential 21st-century skills such as digital literacy, collaboration and creativity.

The adoption of artificial intelligence (AI) tools in ELT has exponentially increased during this post-pandemic time (Roe et al., 2023). While AI tools have provided many benefits to students in their writing class (Sumakul et al., 2022), the adoption of these tools may also lead to ineffective or unethical application among students (Alharbi, 2023). To address this issue, this presentation shares a research study on the impact of integrating the use of AI tools for writing skills development on the writing accuracy of first-year university students at the Department of English, IFL. Adopting a mixed-method approach, the findings revealed important implications for the adoption of GenAI in writing classrooms. The presenters will also share and discuss practical insights and best practices for the participants to adopt GenAI within their own contexts.

This research examines the use of e-portfolios in the EFL classroom to enhance students' engagement and support learning outcomes. Survey data from both teachers and students highlight how e-portfolios are employed in classroom activities, assessment practices, and for reflective feedback. Findings will reveal how teachers regularly integrate e-portfolio into their teaching, how they assess their students' work, and how their students respond to the use of this tool regarding participation. The audience in this session will gain a clearer understanding of the pedagogical value of e-portfolios and take away practical strategies to improve learners' engagement in the English classroom. This session aims to advance classroom practice by illustrating how this technological tool can enrich teaching and learning engagement in the EFL and Cambodian contexts. By the end of this session, participants will be encouraged to adopt e-portfolios in their own classes to maximize learning benefits.

For many students around the world, especially in low-income areas, a smartphone is their only learning tool. With free online audio and video, these students can still build their listening skills if teachers provide the right support system. Yet many schools and teachers face serious obstacles: no budget for commercial resources, little time to set up systems, and limited technical skills. This presentation will show how to overcome these barriers and create a free, online listening library and assignment tracking system that is not only simple to set up but also more enjoyable and flexible than many commercial products. Using tools such as ELLLO, YouTube, Google Docs, Blogger, and Google Forms (or Microsoft equivalents), participants will learn how to organize level-appropriate materials, make the library accessible on mobile devices, and automatically collect student listening logs with progress reports. By the end, attendees will see how to build a sustainable listening LMS that is easy to manage, cost-free, and engaging for learners everywhere.

This session introduces the use of AI agents (chatbots) as innovative tools to support students in an introduction to intercultural communication class. The project designs chatbots that simulate communication encounters based on Hall's high and low context styles. Students will interact with these agents based on given scenarios to practice adapting their language and strategies to varied cultural contexts. In addition, critical incidents are embedded into the chatbot training to create realistic, problem-based learning experiences that encourage reflection and skill development. The session demonstrates how these AI agents can foster intercultural awareness, communication, adaptability, and critical thinking. For educators, the study will offer them practical insights into the design of AI Agents and how they can be used to create safe, repeatable, and personalized practice opportunities for students engaging in intercultural learning.

In the digital era, teachers are overburdened with administrative responsibilities that often limit their ability to focus on quality instruction and learner engagement. Addressing this challenge is essential for empowering teachers and ensuring meaningful learning outcomes. Therefore, this session introduces an innovative design for an AI-powered Learning Management System (LMS), which aims to reduce repetitive administrative tasks for teachers and enhance teaching effectiveness. The proposed system integrates automated grading, lesson planning, and smart analytics (feedback and testing) to streamline repetitive tasks that traditionally consume instructional time. Drawing on an exploratory pilot study and design thinking models, this session highlights AI-powered LMS as a promising tool for reducing administrative burden and establishing more space for interactive teaching and learning, although the challenges of digital literacy and trust in AI remain important considerations. Participants will engage in interactive discussions and guided activities to identify key areas of administrative pressure in their own teaching contexts and explore how AI-enabled tools could reduce this burden. This session also underscores the dual impact of digital innovation: (1) transforming learners through enriched teaching practices and (2) simultaneously empowering educators to lead more effectively in digital learning environments.

Extensive Reading (ER) is widely recognized as an effective approach to developing language fluency. Yet, many Cambodian public schools face challenges in implementing it due to limited resources and large class sizes. This presentation shares how Prek Leap New Generation School introduces a digital ER program through X-Reading, an online library of graded readers with audio support, quizzes, and teacher reporting tools. The session begins with a brief description of the school's English program before ER, highlighting the need for greater fluency, vocabulary growth, and learner motivation. The presentation further describes the implementation process, noting successes, such as improved reading habits and increased student engagement, which helped develop critical thinking skills, as well as some challenges, including the use of technological devices, internet connectivity issues, and maintaining student motivation. The presentation also includes success stories from participants, addressing their perspective on the ER experience. The session will conclude with a plan to expand and refine the use of X-Reading. Participants will gain practical insights into establishing a sustainable digital ER program and explore how technology can enhance reading practice in Cambodian classrooms.

Time is a precious resource for educators, especially in today's fast-paced and demanding teaching environments. This presentation explores how Twee, an AI-powered website, can support English language teachers in efficiently generating engaging and pedagogically sound lesson materials. Designed with teacher productivity in mind, Twee offers tools to create grammar explanations, vocabulary lists, comprehension questions, and classroom activities—all within minutes. Drawing from practical classroom experience, this session will demonstrate how busy teachers can seamlessly integrate Twee into their lesson planning process, reduce preparation time, and maintain high teaching quality. Participants will leave with practical strategies, sample lesson ideas, and an understanding of how to harness AI to meet the diverse needs of their learners. This presentation is especially relevant for educators seeking to innovate their planning practices while managing heavy workloads.

This paper reports a study investigating how English teachers in Ben Tre City, a small town in Vietnam, integrated Information and Communication Technology (ICT) into their lessons despite obstacles such as inadequate training, poor infrastructure, and insufficient institutional support. An interpretivist qualitative design was adopted for this study, with data collected through semi-structured interviews and classroom observations of 16 teachers of English, and analysis was guided by Fullan's Educational Change Theory (2006) and Rogers's Diffusion of Innovations Theory (2003). The findings revealed that teachers' dedication and their belief of the importance of ICT in the future were stronger drivers than the availability of technology and financial resources. The study suggests that effective ICT integration in teaching requires not only the provision of funding and infrastructure but also teachers' continuous professional development and supportive policies.

ChatGPT has become viral among educators adopted for language learning and writing. The study examines the roles of ChatGPT to enhance academic writing in terms of grammar, vocabulary, sentence structure, and idea generation. A total of 226 completed a survey with Google Forms using purposive sampling. The results reveal that learners recognize ChatGPT's roles in improving writing accuracy, generating alternative vocabulary choices, and providing immediate feedback on sentence structure. However, the results also highlight the challenges of using ChatGPT in enhancing writing accuracy among undergraduate students. Participants in this session will recognize the roles of ChatGPT in boosting the accuracy of writing among undergraduate EFL learners. This session concentrates on ChatGPT consumption on academic writing, which reflects the multi-various functions students can consider as study tools and assistance. By the end of the session, participants will be wholeheartedly encouraged to use ChatGPT for their study process as well as teaching strategies since ChatGPT has gained the ability to catch up with the ultramodern technological area in the 4.0 Industrial Revolution.

Creating focused and structured learning environments is paramount for successful early childhood education. Traditional whiteboard has come a long way in the educational setting and has proved to be very beneficial for learning to take place. However, there are limits for this tool, and it can be a lack of meaningful interaction with students particularly in their early age. This poster presents the utilization of a digital tool, Classroomscreen (CS), as a dynamic management and instruction aid for young learners (ages 8-14). This poster presentation systematically implements four core CS widgets - the Traffic Light, Timer, Work Symbols, and Noise Meter - to streamline transitions, manage collaborative groupwork, and provide immediate visual feedback on expected behaviour. Observational data, coupled with teacher reflective journal and baseline student engagement metrics, demonstrated statistically significant improvements in classroom flow. The implementation of Classroomscreen provides a low-barrier, high-impact solution for integrating supportive technology into young learner classroom management, effectively fostering self-regulation and maximizing instructional minutes. Therefore, this poster presentation will introduce the use of these four main widgets in CS and challenges and suggestions associated with adaptation of this tool. This work is recommended for ESL educators, mainly primary levels, teacher trainers, and curriculum developers.

TEC 99**30-minute Poster Session****Integrating Quizlet with Learners' Smartphones to Enhance Vocabulary Development and Promote Learner Autonomy****Target Audience: Teachers of Young Learners****HONG Sonita and SOK Raksatepy**

Empowering learners through technology is essential in modern education, and smartphones are an effective tool to promote learner agency, vocabulary acquisition, and pronunciation development. This workshop explores the integration of the Quizlet app with students' smartphones to create engaging, interactive, and personalized language learning experiences. By using Quizlet, learners can actively participate in vocabulary-building and pronunciation practice both in the classroom and during independent study sessions, enhancing their motivation and autonomy. The workshop will demonstrate how educators can design activities that leverage the app's features, such as customizable flashcards, audio pronunciation tools, interactive games, and progress-tracking quizzes. Participants will learn practical strategies for implementing these tools to maximize student engagement, foster self-directed learning, and improve vocabulary retention, pronunciation accuracy, and overall language proficiency, ensuring a more dynamic and effective learning environment.

TEC 100**30-minute Poster Session****Streamlining Student's Assessment Through Artificial Intelligence Assistance****Target Audience: Teachers of Adults****KHOM Ratanak and LIM Uykhim**

Assessment is widely regarded as one of the most vital components of teaching, as it allows educators to evaluate students' abilities and knowledge (Pandey, 2024). Traditionally, teachers have spent a significant amount of time writing assessment feedback and identifying students' learning challenges, often resulting in a slow and time-consuming process. However, finding a more efficient alternative to streamline assessment remains a considerable challenge (Conti, 2015). In response to this, Artificial Intelligence Assistance (AIA) has emerged as a potential solution to help reduce teachers' workload and improve assessment efficiency. While still a relatively new concept, AIA is designed to support educators by making assessment tasks faster and more manageable. This presentation will explore the role of AIA in streamlining the assessment process and include a demonstration of how it works. It is highly recommended for both experienced and new ESL teachers.

TEC 101**30-minute Paper****What You See Is What You Assess: Practical Formative Assessment in Action****Target Audience:****BLUMENTHAL Brett**

In the digital ELT classroom, assessment plays a central role in supporting learning and development. As AI tools become more accessible, teachers benefit from approaches that focus on observable, authentic language use in real time. This practical, fast-paced session focuses on formative assessment in action: what teachers can see, hear, and respond to while learning is taking place. Drawing on years of classroom experience with various groups of learners, the presenter shares repeatable strategies for using live monitoring, group collaboration tasks, and spontaneous language production to gain clear insight into learner ability and progress. Participants will explore how everyday classroom moments, such as peer explanations, group discussion, and student self-correction provide clear evidence of language development. Expect concrete examples, relatable classroom stories, and ready-to-use techniques that help teachers strengthen assessment judgement, support learner growth, and make assessment visible in the digital era.

There has been significant interest in using technology to enhance the teaching and learning of English. Since the COVID-19 pandemic, schools, teachers, and students have faced challenges in adapting to different modes of learning and teaching. Digital tools and EdTech have emerged as key solutions, offering numerous benefits for both students and teachers by making the teaching and learning process more engaging. According to Tu (2022), implementing EdTech and technological tools in secondary schools in Hà Tiên created a fun learning environment for students and allowed teachers to quickly and efficiently create online questions. Another study from Indonesia highlighted the benefits of using EdTech, specifically Classtools.net, which boosts students' learning motivation. Students became more enthusiastic about learning English, actively responded to teachers' questions, and grasped new knowledge through the use of Classtools.net (Isfahani, 2022). In this session, we will explore the benefits of using EdTech and technological tools. Specifically, we will include a demonstration using Classtools.net to generate questions, making practice sessions fun, interactive, and challenging.

V. ELT in the ASEAN Region (EAR)

This article reports on practitioner research conducted by a Secondary School English language teacher with his class of 49 language learners in the Philippines that aimed to explore how to develop Secondary School English language learners' productive and critical use of the generative AI chatbot, ChatGPT. In this article, we describe how one teacher introduced the use of ChatGPT through an intervention involving scaffolded experimental activities that lasted for four lessons. Data were collected before (survey), during (collecting students' work and observations), and after the intervention (survey and teacher self-reflection). The findings suggest that ChatGPT can be a useful tool for students to practice second-language interactions. Furthermore, students can learn how to use ChatGPT productively and critically using scaffolded experimental activities. The article provides insights into the role teachers can play in helping learners develop the skills needed to use ChatGPT productively and critically for language learning.

This presentation examines the role of translanguaging in English Medium Instruction (EMI) classrooms in Vietnam, where students' first language (L1) remains a valuable but controversial resource. Drawing on sociocultural and multilingual theories, translanguaging is conceptualized as a pedagogical practice that utilizes students' full linguistic repertoires to deepen comprehension, promote engagement, and affirm identity. The presentation highlights how Vietnamese students in EMI classrooms use their L1 strategically in vocabulary development, collaborative tasks, and research activities, which enables access to content while maintaining cultural ties. At the same time, the presentation acknowledges challenges, including concerns about excessive reliance on L1 which impacts classroom management and leads to prevalent ideologies favoring monolingual English use. To support purposeful L1 integration, practical strategies will be shared such as using bilingual materials, encouraging peer collaboration, and designing culturally relevant tasks. Balancing L1 and English use ensures that translanguaging strengthens rather than diminishes English development. Ultimately, the presentation argues that translanguaging in EMI contexts fosters both academic achievement and social justice by recognizing multilingualism as an asset rather than a barrier.

A persistent challenge in English Language Teaching (ELT) is motivating passive learners who remain reluctant to speak. Research shows that anxiety, cultural expectations, and limited confidence raise learners' affective filters, restricting oral participation (Krashen, 1982; Horwitz, 2010). To address this, teachers must create supportive environments that encourage risk-taking and authentic communication. This presentation introduces interactive strategies designed to transform silent learners into active speakers. Techniques include think-pair-share with digital platforms (Vygotsky, 1978), role-plays and simulations (Livingstone, 1983), peer interview projects, gamified speaking tasks (Reinders & Wattana, 2015), and digital storytelling (Robin, 2008). These activities lower anxiety, promote collaboration, and provide meaningful opportunities for fluency development. Participants will explore demonstrations of these strategies and discuss their adaptability in face-to-face and online classrooms. The session emphasizes empowering learners to move from passive recipients to confident communicators in the digital era.

YouTube has even been a popular video streaming site while students are in distance learning. Distance learning is a new way of delivering quality and safe education in the Philippine context. However, many students still struggle in this kind of learning setup. SHS students can use YouTube as an alternative medium to gain educational videos without limitations innovatively. Despite this, studies conducted in DepEd Rizal regarding the importance of YouTube in distance learning are scant. This current study aims to qualitatively discover the significance of YouTube among SHS students in times of the pandemic. Fifty senior high school students from different schools in the Division of Rizal were purposively and conveniently selected to answer online survey questionnaires via Google forms to acquire varied experiences from SHS students. The responses gathered were analyzed to see how students perceived using YouTube as an alternative language learning tool and how YouTube can help students improve their language skills throughout the pandemic. The results show that YouTube has shown to be a great alternative source of information, and students can learn something they need to know despite the absence of teachers. Practical implications to teachers of English can be drawn from the study.

While the first batch of Filipino student-teachers successfully finished their international internship in Bangkok, Thailand, in 2024, some areas that needs improvement in their assessment were given emphasis during the preparation for the second batch of internship in 2025. This study used the Input-Process-Output (IPO) framework of research to assess the second batch of international internship of Filipino student-teachers in Thailand. Areas that need improvement from the first batch of interns in 2024 include lesson planning, and preparation and utilization of instructional materials. Additionally, teachers' personality was given emphasis by designing and creating student-teacher uniforms for teaching to create an impression and identity of them being student-teachers. The assessment on their performance show that the input in lesson planning and preparation and utilization of instructional materials was successful, with the student-interns gaining a mean score of 4.7 or exceptional for both areas. Two student-teachers were given the award for best in lesson planning, and preparation and utilization of instructional materials. The gathered comments from their cooperating teachers and students show that well prepared and structured lesson plans were submitted and preparation and utilization of instructional materials were observed. The teaching uniforms were also marked as excellent.

In Global South countries, ESL teachers find it challenging to teach speaking skills and offer feedback to students owing to crowded classrooms with more than 40 to 50 students. In many cases, inadequate training and a lack of organisational support made the situation more challenging. While a multimodal feedback strategy has the potential to aid speaking instruction in such classrooms, it has not been adequately explored in applied linguistics research in Global South contexts. In light of the above-mentioned background, the current mixed methods case study, which is conducted in a crowded classroom in India, explores the impact of a multimodal feedback strategy (MFS) as an instructional tool on undergraduate students' speaking performance. Data for the study are collected through an e-portfolio, a questionnaire and focus group discussions. The results indicate that the MFS has a discernible impact on students' confidence, content and organisation. The findings have implications for the teaching of speaking skills in crowded classrooms and teacher training.

VI. Independent Learning (IND)

Study abroad programs are widely recognized for enhancing students' English proficiency and intercultural competence. However, the high costs and rigid university curricula in Japan often make long-term study abroad inaccessible to many students. This poster presents a case study of an alternative internship program conducted in an English immersion environment at an international school in Japan. The school provides Saturday and summer programs for elementary-aged children who attend Japanese elementary schools on weekdays. Over the past 11 years, undergraduates from local universities have participated as interns at Saturday classes (9:00 a.m. to 3:00 p.m., 34 weeks a year) or have participated as interns in an intensive two-week summer program at the same elementary school. This case study explores the benefits and challenges of the internship program from the perspectives of an intern, the program coordinator, and a university teacher educator. Using data from semi-structured interviews and longitudinal observation by the researcher, this poster outlines the program's impact on participants' language efficacy and intercultural understanding. The session also offers practical recommendations for educators and institutions interested in establishing similar domestic internship programs as alternatives to traditional study abroad experiences.

This workshop aims for any teachers teaching any levels to practise of using mobile phones and various devices effectively to promote digital literacy and critical thinking skills for learning. By using mobile phones and digital devices, students can also improve independent learning if they use properly. Furthermore, the participants will be engaged in practical activities using mobile phones for developing a variety of classroom skills and work-related skills. This session will include different activities of using mobile phone to improve not only English but also 21st century skills. In addition, it also aims to develop four skills, vocabulary, and grammar for English language learning. Many people are spending their time on using mobile phone and other digital devices for different purposes. The participants can learn updated languages which are used on social media and share their own knowledge.

The rapid growth of digital technologies is reshaping how English language learners engage with knowledge, yet many remain passive consumers of online resources. This presentation examines practical ways to empower learners to become active creators in the digital era. It introduces a simple framework, Explore, Create, Reflect, that supports learners in taking ownership of their progress, engaging critically with digital resources, and producing meaningful outputs such as blogs, podcasts, and digital portfolios. Examples of classroom applications include digital storytelling, collaborative platforms, and responsible use of AI tools, all of which strengthen independent learning and digital literacy. The session emphasizes how these practices foster autonomy, motivation, and lifelong learning skills while aligning with the broader goal of transforming learners for the future of English language education. Participants will gain strategies and insights to adapt these approaches to their own teaching contexts.

Human eats daily to live. Some prefer more proteins while others are more into nutrients. Eating habit for people living in urban differs to rural and much varies in land, on sea or river if it is further down deeper. An adventure youth team wish to explore about food specialty and people beliefs to seek a signature dish representing their identities. It is a must know to visitors who want to try something new with a unique flavor. Located at southwestern part of Cambodia, Chiphat lies in Koh Kong province where there is a large remaining rainforest in the rural community. The green mainland attracts local and international tourists. Apart from its stunning scenery, the team will identify local menu and their worship. Also, the team will feature challenges and lessons learned from the study.

This presentation outlines the redesign of a student support program at an English language school in an Asian context, targeting learners who require additional academic assistance to meet their course objectives (Tinto, 1993). The program is facilitated by experienced teachers who provide one-on-one and small-group support (Kuh et al., 2005) to navigate the cultural and academic challenges often faced by ESL students. The updated design includes a new suite of digital and print resources and a streamlined procedure for identifying at-risk students and arranging support sessions. A single-case study was conducted with a cohort of students to evaluate the program's effectiveness (Astin, 1993) and to gather feedback from both students and support teachers. The analysis of this feedback provides critical insights for continuous program development and ensures a student-centered approach to academic success in a culturally specific environment. At the end of this presentation, the audience will be able to ascertain the needs and impact of the program, make informed decisions about launching a support system, and establish strategies towards retention of students at a language school.

This poster describes the development and outcomes of a credited online intercultural exchange course in cooperation with a university in Finland. Japanese Liberal Arts students and Finnish students learning Japanese participated in a seven-week course comprising seven classes and four one-hour online video chat sessions between mixed-nationality pairs of students. For each online session, half the time was spent in Japanese and half in English. In their pairs, students were required to decide on the topic of conversation for each session, prepare materials for their partner, and following the online session, complete evaluation tasks. Through analysis of students' weekly self-reflection worksheets, final survey responses, and video recordings of their online sessions, and utilising Byram's model of intercultural communicative competence, we investigated to what extent the students' intercultural competence was affected by the course.

As the name implies, Language Learning Projects (LLPs) are a means of helping non-native language speakers sustain and improve their own learning. Implementing LLPs into English classes can help transform students' language learning experience by building autonomy and increasing intrinsic motivation. In addition, teachers can participate in the practice themselves as part of their personal and professional development to maintain L2 language proficiency and empower their pedagogical effectiveness. The presentation will include a description of LLPs and steps for developing them. Examples will be provided, including the integration of digital resources as sources of the target language as well as the means of interacting with it. The objectives of this presentation are to share information about LLPs and identify pragmatic considerations based on actual implementation. Attendees should leave with a clear understanding of LLPs and practical ideas of how to use them to transform their students into successful independent learners.

Listening skills could be one of the most challenging skills for adult students to master (Slowik, A., 2017). According to GÜVENDIR & HARDACRE, (2018), only young learners can improve their listening skills through practice, while adults face more challenges. This presentation raises social media as a meaningful channel for English learners, motivates, and brings positive impacts for students to acquire the language easily (Chartrand, 2010). TikTok and YouTube can help L2 learners be exposed to and acquire the language through the entertaining content that aligns with their interests (Opsahl & Levin, 2022). To acquire language more efficiently, subtitles or adding text based on the audio to the video are introduced as the learners can break down the language by pausing the video to consider and match the meaning of the phrases or words with the image to make sense of the understanding (Alabsi, 2020). By doing so, learners can familiarize themselves and become exposed to different types of accents. Therefore, this presentation will introduce problems in listening skills and solutions on how social media platforms can entertain and get the learners exposed to the language. This presentation is favorable to those who teach adult learners who are new to English.

The current study investigates senior high school (SHS) students' awareness of the importance of digital literacy in times of uncertainty. Studies on digital literacy in DepEd Rizal have not been given sufficient attention. Hence, there is a dearth of studies showing whether students are fully aware of the digital literacy skills needed in distance learning. Consequently, an online qualitative survey gathered data from fifty (50) senior high school students presently enrolled in the different strands and tracks in the division. To better understand students' awareness of the needed skills, thematic analysis of Braun and Clarke (2006) was utilized. Students' qualitative responses were interpreted into several emerging themes. Results revealed that some students are cognizant of the digital skills they need to possess, such as critical thinking, online safety skills, and communication. This study hopes to provide implications to students, teachers, and curriculum developers.

In ELT classrooms, fostering student autonomy is important, especially for adults. The ability to learn independently is one of the most valuable skills students can develop, yet many language learners continue to rely heavily on teacher guidance. This overreliance results in lack of motivation in learning outside the classroom, and difficulty in applying skills into real-life situations (Benson, 2011). These challenges are particularly significant in today's digital world, where learners need to manage their own learning in a flexible way beyond the classroom. Therefore, educators can address this issue by integrating digital tools that allow students to practice at their own pace, set personal learning goals, and reflect on their progress. This presentation will provide practical strategies for using such tools effectively to foster true learner autonomy. All teachers are highly encouraged to join this session to explore ways of empowering students to become independent, motivated, and lifelong learners.

When learning a language, what learners do outside of class can be just as, if not more, important as what they do in the classroom. However, when deciding what and how to self-study, our learners often lack direction. Synchronizing course outcomes with self-study plans helps to support learners in their language learning journey through concrete and appropriate subject focuses (Moir, 2022). Effective use of student self-study plans allows learners to reflect and implement action plans based on their own diverse learning needs. In doing so, each student is fully included in their learning journey in a way that best supports them. This session will showcase how self-study plans have been synchronized with course content in the RMIT University School of English and University Pathways (SEUP) Danang IELTS program to personalize learning to the needs of each student. Attendees will gain insights into how SEUP students use their self-study plans to interact with the learning outcomes in the course and take action on their individualized learning needs. Attendees will leave this session with a better understanding of building learner self-study plans and how they can apply these to their own courses to develop and improve learner autonomy.

Independent learning is increasingly recognized as essential for effective language acquisition, yet learners often require structured strategies to manage their study time and maintain motivation. This presentation explores a range of time management models that support autonomy in language learning and contribute to more effective self-regulation. Drawing on the Eat the Frog method, which encourages prioritizing cognitively demanding tasks, and the Pomodoro Technique, which structures study into focused intervals with restorative breaks, the session demonstrates how learners can build sustainable routines that enhance concentration and persistence. Additional frameworks such as Time Blocking for structured scheduling, the Eisenhower Matrix for distinguishing urgency and importance, and the Getting Things Done (GTD) approach for systematic task organization are critically evaluated for their relevance to TESOL contexts. By connecting these models to research on independent learning and learner autonomy, the session highlights how educators can guide students toward adopting effective practices that reduce procrastination, strengthen goal-setting, and improve long-term outcomes in English language learning.

This manuscript discusses the importance of learning autonomy and cultural identity in the Japanese University classroom. Students of tourism management at the University of Kitakyushu had the opportunity to experience interactive activities such as discussions, debates, presentations, and critical thinking are conducted during classes to increase student talk time and contribute to information exchange and the acquisition of language and knowledge in the field of tourism management. The methodology of this study is based on qualitative research, surveys were conducted, several groups were created, students' behavior, interactions, and performance were observed in the classroom. Coyle's (1999) 4C curriculum: Content, Communication, Cognition, and Culture were included in the Content and language Integrate Learning (CLIL) activities. The results of the survey are interesting because while several students were expecting a 90-minute lecture where they were going to sit and just listen, the normal learning expectation of those with a Japanese cultural identity, other students enjoyed the discussion within the groups and acknowledged that interactive learning added value to the content and language acquisition process because they could analyze the information studied during the lessons. Keywords: Learning autonomy, cultural identity, interactive learning, tourism education.

This presentation introduces ecological language learning (Warrington & Tweed, 2022) as a transformative approach to English education in Cambodia's digital era. Ecological language learning views language acquisition as a holistic and dynamic process embedded within learners' physical, social, cultural, and cognitive environments. By emphasizing autonomy, meaningful interaction, and contextualized experiences, learners are positioned as active agents whose motivations, emotions, and social connections are integral to their English language development. Drawing on Cambodian examples, the session demonstrates how close attention to local culture, community participation, and appropriate digital integration can foster supportive and vibrant ecosystems that inspire engagement, authentic communication, and lifelong language growth. Practical strategies will also be shared to help Cambodian educators embrace learners' ecological contexts, cultivating resilience, fulfilment, empowerment, and inclusive English learning practices aligned with future directions in language education.

IND 17**30-minute Paper****Individual Factors Influencing Academic Performance of University Student Case study: Faculty of Foreign languages, National University of management****Target Audience: Teachers of Young Learners****CHANDARA Rim**

This study investigated the influence of individual factors on the academic performance of undergraduate students in the Bachelor of Arts in English program at the Faculty of Foreign Languages, National University of Management (NUM), Cambodia. Adopting a quantitative causal-comparative design, the study examined four dimensions of individual factors—study habits, self-confidence, self-efficacy, and motivation with self-regulated learning—and their effects on students' academic performance, measured by grade point average (GPA). Data were collected from 219 students in years two to four across all shifts using multi-stage cluster random sampling and a self-administered questionnaire. The data were analyzed using descriptive statistics, independent sample t-tests, and ANOVA. The findings revealed that the overall academic performance of students was moderate, with the majority achieving GPAs between 3.0 and 3.74. Furthermore, significant differences were observed in self-confidence, self-efficacy, and motivation with self-regulated learning across GPA groups. The study concludes that individual factors, particularly self-confidence, self-efficacy, and motivation with self-regulated learning, exert a significant influence on students' academic performance. Practical implications are also discussed to provide strategies for enhancing students' academic success.

IND 18**30-minute Poster Session****Promoting Learner Autonomy: Building Independent Learning Habits for Pre-Intermediate and Higher Levels****Target Audience: Teachers of Adults****TOCH Mayareaksmeay and NAP Vatthey**

Helping language learners improve independent listening skills is essential for building confidence, fluency, and long-term language success. However, many students — especially those with little or no listening habits — often struggle with listening comprehension due to a lack of real-life exposure, clear guidance, and consistent motivation. Developing strong listening skills requires more than classroom practice; it involves building sustainable habits beyond the lesson. This session explores how teachers can guide pre-intermediate and higher-level learners to become more autonomous listeners. It will cover how to choose level-appropriate and engaging materials, set achievable and motivating goals, and help students integrate regular listening routines into their daily lives. Participants can expect to leave with practical tips, resources, and strategies to support learners in developing long-term listening habits and becoming more confident, independent language users.

IND 21**30-minute Poster Session****Abstract: Enhancing Concept Checking Questions (CCQs) with Nearpod in Language Instruction****Target Audience: Teachers of Adults****NGOV Arunpanha**

This poster workshop explores the integration of Nearpod, a dynamic interactive learning platform, to enhance Concept Checking Questions (CCQs) during the presentation stage of language instruction. The session will demonstrate how Nearpod's features—such as interactive quizzes, polls, open-ended questions, and collaborative boards—can be used to actively engage students, assess comprehension in real-time, and provide instant feedback. By leveraging these tools, teachers can ensure deeper understanding of key language concepts while fostering student interaction and participation. Participants will leave with practical strategies for incorporating Nearpod into their CCQ routines, ultimately improving lesson effectiveness and learner outcomes. This particularly poster targets teachers who want to interest with turn normal presentation into interactive platforms learning to engage students more actively rather than traditional present stage althat set the students sit and listen passively in the classroom

VII. Language Acquisition (ACQ)

ACQ 3

30-minute Workshop

Bridging Cultures: Language as a Tool for Social Integration

Target Audience: Teachers of Adults

GUNNING Vlasta

Imagine, you leave your country because it is no longer safe for you to live there or because you simply want to start a new life elsewhere. When you arrive in your new country, you don't know anyone. You don't know where to start to find housing, a school, or how to go to the doctor or anything else you need. You feel lost, uprooted, tired, and worried. And you can't speak the language, maybe you can't even read it, and so you start with learning English. This session will focus on Learning English as a tool for social integration showcasing how learning English within a new community (English in Australia) can enhance being part of the community and culture and provide opportunities to apply language skills in the real world. How programs such as 'English for Sewing' or 'English for driving' can successfully combine experience where learners develop specific skills with applying what they have learned in the classroom into real life. This presentation will focus on showcasing best practice in delivering English learning with a purpose through culturally based practices to new migrants and refugees through a combination of language and life skills.

ACQ 5

30-minute Paper

Postgraduate Writing with AI: Practices, Patterns, and Pedagogical Shifts

Target Audience: Teachers of Adults

WONG SU CHU Alice

The growing reliance on AI writing tools in postgraduate thesis composition is reshaping academic writing practices, particularly within English as a Foreign Language (EFL) contexts. Early observations and literature suggest that students increasingly turn to digital assistance to enhance clarity, coherence, and confidence in their academic voice. However, concerns around originality, authorship, and institutional expectations persist, especially when external support influences the writing process. This study investigates how postgraduate students in Malaysia approach thesis composition, with a focus on AI tool usage patterns, perceived impact on writing quality, and ethical considerations. The study draws on Self-Regulated Learning theory and Sociocultural theory to examine how students use AI tools during thesis writing. A validated survey instrument, incorporating multiple scales, was used to capture students' perceptions, writing behaviours, and ethical judgments. The study highlights how EFL postgraduate students use digital writing support to improve their work while striving to meet academic standards. It calls for more practical, ethics-aware teaching approaches that help students write with confidence, clarity, and a sense of ownership over their work.

The future of English education in the digital age requires both empowering teachers and transforming learners. As artificial intelligence (AI) continues to evolve, it is not only reshaping classroom practices but also redefining the roles of educators and students. Teachers will increasingly guide learners in developing ethical and responsible uses of AI, while learners will engage with AI-supported tools that foster autonomy, motivation, and confidence. This integration is especially important for addressing psychological barriers such as foreign language classroom anxiety (FLCA), which has been shown to negatively affect academic performance. AI can provide personalized feedback, reduce fear of mistakes, and create psychologically safe learning environments, thereby supporting learner growth and enjoyment. At the same time, teachers are encouraged to adapt their pedagogical approaches to harness AI effectively, shifting from knowledge transmission to facilitation and empowerment. This presentation discusses how AI can reduce FLCA, enhance learning effectiveness, and transform the teacher–learner dynamic, highlighting both challenges and opportunities for English education in the digital era. Practical implications for teacher development and learner support will be explored, contributing to a more inclusive and effective vision of English education.

In the age of technology, digitalization has increasingly played a vital role in aiding learners in almost every aspect of their language acquisition starting from receiving input to producing their own output. Traditionally, students are passive recipients of information in formal learning settings (Freire, 1970). However, with the advancement of technology in reinforcing learning, the approach has shifted from a lecture-driven method to an interactive and productive one (McKinsey & Company, 2021). Therefore, the Interaction Hypothesis by Long (1996) has been introduced to solve the issues of traditional learning as it focuses on the importance of comprehensible input and interactive processes in producing meaningful output in language acquisition. Plus, digital tools can be incorporated into all the phases of acquisition, such as language exposure, effective interactions, meaningful production, and reflection (Blake, 2013). Thus, this presentation will introduce the roles of digital tools in language acquisition and discuss how they can be integrated into the input-to-output cycle of learning. The insights will be beneficial to ESL teachers, academic coordinators, and other relevant stakeholders since ensuring students' ability to produce their target language is crucial.

Extensive reading has been shown to be one of the most effective methods of language learning. However, even students with a strong desire to improve their English ability are often reluctant readers. This can be attributed to the fact that most students have limited understanding of extensive reading and its benefits, as they are not intuitive. Students often associate language learning with difficult and boring exercises, so they believe extensive reading, which tends to be easy and enjoyable, to be less effective. Providing students with explicit information about extensive reading and its benefits, in terms that they can understand and appreciate, will significantly increase their motivation to read. In this workshop, the presenters will discuss a new series of short videos created specifically for students to help them understand extensive reading and its benefits, and therefore make them more willing readers.

This workshop explores how mobile and digital tools can make English language teaching more engaging, interactive, and effective. Participants will have hands-on opportunities to explore practical apps, online platforms, and digital resources designed to enhance student learning and motivation. The session will provide clear examples, step-by-step strategies, and classroom-ready ideas that can be easily integrated into daily teaching, supporting learners with diverse needs and abilities. Drawing on current research and real-world teaching experiences, the workshop demonstrates how technology can create personalized, collaborative, and immersive learning experiences. Teachers will learn how to design activities that encourage active participation, critical thinking, and meaningful communication. By the end of the workshop, participants will feel confident in selecting and applying digital tools to transform their classrooms into dynamic, future-ready learning environments that inspire both teaching and learning.

Previous studies have explored EMI (English-Medium Instruction) in higher education. Its implementation has emerged in Vietnam since the 1990s, mostly in prominent universities, without the Mekong Delta (MD). The study aims to examine the voices of university leaders to discover methods, strategies, and actions to support EMI teachers and students in classroom practices that allow them to reconsider institutional policies and commit to them at different levels (from macro to micro). Regarding the qualitative research, face-to-face interviews among the university leaders (n=6) of three universities in the MD were conducted. The researcher used NVivo 12 to get insights into the university leaders' agency that contributed to the implementation of both lecturers and students in EMI. The findings addressed four main themes that the university leaders were involved in: decision-making, language construction, identity construction, and contextual construction, while acknowledging teachers' and students' challenges and opportunities in EMI implementation. However, the university leaders affirmed that outcomes for classroom practices between teachers and students would be considered alongside language policies and planning. The research recommendations would benefit EMI implementation in regional countries (Cambodia, Laos, and Thailand) by achieving the best EMI practices in their contexts.

Parental involvement plays a vital role in supporting children's language learning, yet many families feel unsure of how to help, especially when their own English proficiency is limited. This presentation explores practical strategies that teachers can share with parents to create supportive, language-rich home environments. Drawing from classroom experiences, the session highlights simple activities such as storytelling, songs, games, and daily conversations that families can easily integrate into their routines. Barriers to parental engagement—such as time constraints, limited language skills, and cultural perceptions—will also be discussed, alongside solutions to strengthen teacher–parent partnerships. Participants will engage in interactive activities to design low-cost, family-friendly ideas that promote English learning beyond the classroom. By the end of the session, attendees will be equipped with practical tools to empower parents as active partners in their children's language development.

This study examines language acquisition in English-Medium Instruction (EMI) through the lens of complexity theory, focusing on how small shifts in learner engagement with generative AI tools can produce disproportionately large and unpredictable outcomes. Building on Larsen-Freeman's application of complexity theory to language education, this study extends the perspective to AI-mediated EMI by introducing the butterfly effect as a metaphor. It highlights how small variations in learner–AI interaction can generate disproportionately different outcomes, reframing acquisition as an emergent process sensitive to initial conditions and contextual factors. Drawing on ongoing research with EMI undergraduates in Tokyo, the study proposes a model that highlights how different conditions of AI use, such as language choice, task alignment, or collaborative engagement, can set learners on divergent developmental trajectories. These variations illustrate a butterfly effect in which seemingly minor decisions create unexpected outcomes that cannot be reduced to proficiency measures alone. The presentation demonstrates how complexity theory provides a fresh lens for analyzing AI-mediated EMI, reframing acquisition as an emergent and context-dependent process. It argues that this perspective opens new directions for SLA research by challenging reductionist models and foregrounding dynamic learner–AI–task interactions.

Errors and mistakes are two closed allied with explicit and implicit learning. They are considered integral part of the catalyst for “route”, “rate”, and “success” in second language acquisition. Traditionally, errors and mistakes used to be a phenomenon of imperfection in learning. So students were not allowed to produce. However, if errors and mistakes are mirrored with the grounded theoretical foundations of error analysis, contrastive analysis, behaviorist learning theory and hypothesis of L1 and L2 similarity, students will be redesigned with a full development of explicit and implicit learning. This paper aims to conduct a systematic review of the existing literature based on selections of 30 articles published by Scopus database, 20 documents university libraries, Google Scholar, AI (i.e., www.research rabbit.ai) searching engine for the reviews in order to reach the research objectives. The results showed that errors and mistakes are too perfect to be left to students, such errors and mistakes are unavoidable, but perfect in cultivating learners’ explicit and implicit learning. Pedagogical implications, as its name suggests, empower teachers’ roles, methods and strategies, positive feedback and frequent practice are the best role models for error treatment and mistake avoidance.

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Recent research highlights the role of synchronous computer-mediated communication (SCMC) in enhancing L2 engagement during spoken tasks (Smith & Zeigler, 2023). Among SCMC modes, video-based SCMC (SvCMC, e.g., Zoom) is increasingly used in language classrooms but remains underexplored (Kohnke & Moorhouse, 2022). This presentation reports on an experiment comparing SvCMC and face-to-face (FTF) modes in collaborative pre-task planning and L2 task performance. A total of 128 Hong Kong English learners were assigned to either mode to plan a monologic task. Engagement during planning was analyzed across cognitive (e.g., semantically engaged talk), social (affiliative responses), and emotional (enjoyment, anxiety) dimensions. Task performance was coded for L2 content. Additionally, 24 learners participated in stimulated recall interviews. Findings showed FTF planning led to lower anxiety, richer semantic engagement, and more affiliative responses, resulting in conceptually richer performances. Regression analysis revealed that L2 proficiency and semantic engagement positively predicted L2 content use, while anxiety had a negative effect. Interview data supported these results, showing how engagement aids semantic encoding and retrieval. The presentation concludes by applying social presence theory (Lowenthal, 2009) and Philp & Duchesne's (2016) multidimensional engagement model to compare the benefits of SvCMC and FTF modes for L2 learning.

Learning English prepositions presents persistent challenges for young EFL beginners due to their abstract and context-dependent meanings. Grounded in Cognitive Linguistics, this qualitative exploratory case study examines how image-schema-based embodied instruction supports the acquisition of basic English prepositions (in, on, under, between, next to, behind) among six 8-year-old complete beginners in a private classroom in Vietnam. The study contrasts embodied activities, such as toy manipulation, physical enactment, and gestures, with traditional rote memorisation techniques, including flashcards, drilling, and worksheets. Data were gathered across four instructional sessions through classroom observations, video recordings, learner artefacts, and child-friendly reflections, and analysed thematically with attention to gestures, verbalisation, engagement, and strategy use. The findings show that embodied instruction fosters higher engagement, greater use of spontaneous gestures, and more accurate preposition use, as learners demonstrate spatial understanding through action even when verbal expression is limited. Conversely, rote methods may lead to short-term recall but reduced retention and motivation. The study contributes to Cognitive Linguistics pedagogy by extending image-schema applications to beginner child learners and offering practical implications for EFL classroom practice.

This study examines the effects of motivation and foreign language anxiety (FLA) on the performance of 368 fourth-year undergraduate students at the National University of Battambang in Cambodia when learning English as a foreign language (EFL). The study investigates the effects of extrinsic and intrinsic motivation, as well as other aspects of anxiety, on speaking, writing, listening, and reading performance using PLS-SEM. Results show that intrinsic drive greatly improves EFL performance, but worry impairs performance, especially in speaking and listening. Anxiety plays a substantial role in determining language learning outcomes even if it does not significantly influence the relationship between motivation and accomplishment. The study concludes that increasing student performance requires cultivating intrinsic drive and applying anxiety-reduction techniques. It emphasizes the importance of considering psychological aspects in designing effective language teaching methods to optimize EFL success. Recommendation: Language education will focus on boosting intrinsic motivation, reducing anxiety, and strengthening speaking and listening skills. Teachers will apply supportive methods, curricula will include psychological factors, and future research will examine long-term impacts on EFL success.

This timeline traces the development of English in Cambodia, highlighting its shift from a classroom-based foreign language to a practical and locally adapted means of communication. Drawing on decades of sociolinguistic research alongside recent survey data, it shows that English in Cambodia does not converge on a single national standard. Instead, English operates across institutional, educational, and digital domains, giving rise to provisional norms, such as Transitional Cambodian English, alongside technology-driven vernacular practices such as Sing/Signe-Khmer (a romanized form of Khmer). By situating these developments within their sociopolitical and educational contexts, the timeline invites a shift away from traditional standards that view local variations as errors. From a World Englishes perspective, it emphasizes how English in Cambodia is increasingly shaped by local use, function, and identity in a post-conflict, globalizing, and digitized society.

VIII. Language Policy (LP)

LP 3

30-minute Workshop

Fostering Common Sense in ELT: A Way Forward

Target Audience: Teachers of Adults

WARING Rob

Over the decades, ELT has adopted countless methods, yet none alone ensures long-term success. The dominant model—teaching through a textbook-as-curriculum—has limits. While textbooks can support learning, over-reliance on them without a wider vision often produces disappointing results: many learners study English for years but can say very little. This reflects a structural problem. Courses present material linearly, focusing heavily on language form, but give too little attention to the depth of practice needed for consolidation. Extensive reading, in contrast, provides the recycling, exposure, and enjoyment that deepen knowledge. This talk proposes seven “common sense” principles of language learning, grounded in research and practice, to guide effective curriculum design. It will show that focusing too narrowly on one or two areas creates unbalanced, frustrated learners. A more productive path combines intensive vocabulary learning with extensive reading, ensuring both scaffolding and breadth, and leading to greater motivation and real proficiency.

LP 4

30-minute Paper

Human Agency in AI Policies in Education

Target Audience: School Administrators

PAZ Rafael Michael

While using Artificial Intelligence (AI) tools offers several advantages in education, such as creating personalized, individualized, and equitable lessons and tasks for students, their unmitigated, uncontrolled, and unmonitored use poses serious ethical risks, including the spread of misinformation and potential dishonesty in the completion of learning tasks. This is why several universities in the Philippines have initiated the development and implementation of their AI policies to guide their academic staff in the responsible use of AI tools. This study intends to analyze the AI policies, guidelines, and principles of the top three schools in the Philippines through the isolation of actor and process types in the selected discourses. The analysis focuses on the distinct references made to social actors to find out how the different educational stakeholders referred to in the policies, guidelines, and principles are either controlled and prohibited, or sanctioned and empowered in using AI tools in their practice.

The preservation of endangered languages requires approaches that empower teachers, engage learners, and respect community knowledge. Artificial intelligence (AI) offers capabilities that can support collaborative efforts to design meaningful learning experiences that instill appreciation for minority languages within local contexts. This paper examines how teachers, students, and emerging AI tools can work together in classroom settings to co-create lesson plans that both foster linguistic competence and highlight the cultural significance of endangered languages. In this framework, AI contributes adaptable resources, while teachers provide pedagogical guidance and learners draw upon their knowledge of community traditions and practices. Drawing on scholarship in language preservation, digital pedagogy, and collaborative learning, this study demonstrates how student-centered lesson planning can integrate linguistic structure with cultural appreciation. Practical examples are drawn from ongoing teaching experiences with English for Academic Purposes (EAP) students in China, who explore endangered languages as part of their cultural heritage. The findings illustrate how AI-generated materials, when refined through teacher direction and learner input, can reflect local values, communicative practices, and cultural priorities. The paper argues that such collaboration not only strengthens endangered language learning but also deepens students' awareness of their cultural legacy, positioning them as active participants in revitalization efforts.

Cambodia introduced English as a foreign language subject into the national primary education curriculum, starting from grade 4 in 2017. However, a lack of qualified teachers, inadequate teaching and learning resources, and large class sizes have challenged the implementation of English education, especially at primary schools. Amid the perceived poor-quality English education provided by public schools, many parents send their children to study English with private institutions or out-of-school-hour programs, expecting that their children could have better quality English education. This is bolstering the privatization of English education as well as weakening the role of public schools in implementing national policies on English language education. Drawing on policy document analyses, personal communication with policymakers, and case studies of two public primary schools in Battambang province, with data collected through interviews with school principals and teachers and surveys with students, this study critically examines how the state's policy execution has shifted the burden of English language education onto households and private providers, allowing the state to sidestep responsibility under the rhetoric of public-private partnership.

This study begins with an explanation and analysis of the "English Only" policy of the United States within the context of English. As a lingua franca, it explores the historical development, legal borders, sociolinguistic viewpoints, and comparative international case studies. The study examines the arguments for and against official English policy. Supporters emphasize national unity, administrative efficiency, and assimilation, while opponents underline civil rights, cultural diversity, and the strategic benefits of multilingualism in the era of a global economy. The paper also speaks on demographic transformation, technological guidance, and inconsistency between promoting English abroad while constraining linguistic pluralism at home. It concludes by advocating for an "International English" policy that designates English as the national unifying language but identifies the advantage of multilingualism to domestic harmony and international competitiveness. With this balanced approach, America can harmonize its internal debate with international perception in a way that English will continue to shape the world with a rich linguistic diversity.

English-medium instruction (EMI) is a global strategy for internationalization of higher education. However, the implementation of EMI policy is emerging, yet faces key challenges in Cambodian higher education. Although some studies have offered valuable insights into how EMI is implemented by Cambodian universities, the research gap remains critical for classroom practice. Limited empirical evidence regarding EMI also restrains the implementation in context. This study adopts an ecological EMI framework (e.g., Out et al, 2022) and integrates it with an analytical language-in-education framework (Choi, 2018) to examine the characteristics of EMI policy, explore its practice, and investigate key challenges in Cambodia. Mixed-method research (MMR) with sequential design was used to collect data from policy documents, online survey, and interview. This study found policy-practice disconnection, fragmenting EMI practice across Cambodian higher education institutions. Low English proficiency and inadequate pedagogical training are among potential barriers to the current form of EMI implementation under study. A context-sensitive EMI framework is crucial to improve the effectiveness of EMI in Cambodian higher education and beyond. This study also informs stakeholders about future directions for effective implementation.

Many TESOL environments around the world are moving into multilingual instruction to prepare students and teachers for a more globalized future. In mainland China, students and teachers are often pushed outside of their comfort zones in terms of language use and learning to provide them with academic and professional advantages. In addition, this tension is compounded by the recent influx of AI technology which both helps and hinders learning. Foreign and local teachers alike in EMI settings are often caught in the stressful situation of balancing language use and assistive technology while also adhering to ethical guidelines and school policies and rules. As the production and capabilities of AI and other technologies evolve, teachers often use their own cultural beliefs and preconceived ideas to make these pedagogical decisions and determine how much of the target and first language to allow in the classroom.

IX. Language Research Stream (LRS)

Digital tools such as online dictionaries, automatic translators (Google Translate), or LLMs (ChatGPT) can help learning English words, because they give learners immediate access to information. However, their impact on word learning when writing academic texts is still under-researched. To investigate the role of digital tools in learning academic-words we designed an experiment that spanned five weeks. Our participants were 38 Polish students, learners of English at the intermediate level. On three 60-minute sessions, one week apart, participants wrote three argumentative essays of minimum 250 words. When writing, they had to use 36 novel academic words. In each essay, they used 12 words: 6 Polish-English cognates (e.g. ethically) and 6 noncognates (e.g. readily) controlled for length, part of speech, frequency and concreteness. For each essay and set of words students used a different digital tool to check word meaning: Google Translate, ChatGPT or dictionary-like electronic glosses. We obtained pretest-posttest scores for Polish-English translation and word use in sentences. Mixed-effects models for word and sentence scores found no difference in word learning between digital tools, but cognates were learnt better than noncognates with glosses. We will discuss the design of the experiment and the impact of digital tools on word learning.

X. Language Testing and Assessment (LTA)

LTA 3

30-minute Workshop

Approaches to Upholding Academic Integrity in Submission-Based Assessments

Target Audience: Program Managers

NORIN Rathana and CHEAM Kokhor

In light of the growing use of AI tools, should educators consider returning to traditional examinations? AI technologies have significantly transformed the education sector, particularly in how assessments are designed and evaluated to verify student authorship, maximize originality, and ensure students can comprehend their submitted work. Forming reliable judgments about student learning in the age of AI requires varied and contextualized assessment types to ensure fairness and integrity (Lodge et al., 2023). As major courses provided by the Faculty of Arts, Humanities, and Languages of University of Puthisastra focus on elevating learners' ability in composing texts in academic context, submission-based assessments are traditionally inevitable, placing the matter of academic integrity the central focus for the faculty. In this continued pursuit, the faculty has implemented a number of pilot approaches. This presentation aims to showcase four positive initiatives in assessment implementation, which will serve as a ground for critical discourse among the participants. Lodge, J. M., Howard, S., Bearman, M., Dawson, P., & Associates. (2023). Assessment reform for the age of artificial intelligence. Tertiary Education Quality and Standards Agency.

LTA 5

30-minute Paper

IELTS Academic Reading: A Corpus-Based Analysis of Reading Text Difficulty and Linguistic Features

Target Audience: Teachers of Adults

LEGGE Thomas

This presentation introduces the presenter's research into the linguistic and structural features of the IELTS Academic Reading section, based on a corpus of 84 passages from seven official test books (IELTS 10–16). Although IELTS is widely recognized as a valid and reliable assessment of academic English proficiency, relatively little empirical research has examined the specific linguistic composition of its reading texts. Adopting a corpus-based approach, the presenter's study analyzes multiple textual dimensions, including word count, sentence structure, readability (e.g., Flesch-Kincaid Grade Level, Gunning Fog Index), lexical density, and the proportion of complex words. Preliminary findings reveal strong internal consistency across test versions—particularly in average passage length, sentence structure, and lexical density (~55%)—but also highlight meaningful variation by both passage order (Passages 1–3) and thematic content. The presentation will discuss the pedagogical and testing implications of these findings, particularly for IELTS instructors and materials developers. In particular, it raises questions about whether reading texts used in classroom preparation, include both commercially available and teacher-created practice materials, accurately reflect the syntactic and lexical complexity of the official test materials. Suggestions for how teachers can adapt or evaluate materials to better align with test standards will also be offered.

Tests are generally designed with a sole focus of reflecting the contents taught but not on the learning objectives that the contents serve as well as other aspects, be it delivery methods or students' exposure to the assessment type. More often than not, there is a lack of discussion between the test developer, lecturer, and course developer. This absence of collaboration has made the test's validity and reliability questionable. This presentation will outline the complete procedure of how each assessment has been developed by the Academic English team at the University of Puthisastra, which includes all necessary assessment validation stages as well as the post-assessment moderation stages. This presentation will also indicate the roles and responsibilities of key stakeholders in integrating the fundamental aspects of the courses, including, but not limited to, course learning outcomes and course content delivery, into the assessment development process. By the end of the session, participants will have discussed common assessment challenges, reflected on their current practices, and reviewed practical procedures for improving assessment quality. They will be better prepared to contribute to assessment development through effective validation and moderation, regardless of their current role.

This research examines how the Test of English for International Communication (TOEIC) shapes English teaching and learning in Vietnamese universities. Although the test has evolved to assess four skills, the Listening & Reading (L&R) version currently remains dominant, particularly as a graduation criterion and employability benchmark. Drawing on data from 450 students and 30 English instructors across 10 universities, the study investigates the washback effects of this format on curriculum design, teaching and learning strategies. Findings reveal that the TOEIC L&R test generates positive washback by fostering systematic study habits, reinforcing receptive skills, and establishing measurable standards aligned with institutional goals. It also supports the standardized assessment practices and workplace-oriented communicative competence to some degree. Nevertheless, the negative washback is obvious. The overemphasis on test-taking strategies limits authentic communication, while productive skills, especially speaking and writing, receive insufficient attention. Limited adoption of four-skill TOEIC in Vietnam is due to financial policy constraints. The study contends that overdependence on TOEIC L&R narrows English education and may hinder real-world language proficiency. It recommends integrating formative and performance-based assessment or progressively adopting the four-skill framework to balance assessment practices, enhance pedagogy, and better prepare learners for authentic language use.

Test-takers are often required to translate cognates without control for cognate guessing (CfG). Thus, learners may look more proficient than reality. Unfortunately, little is known about how different CfG methods affect test scoring. To investigate this, we collected data from 115 Polish participants, A2-C1 English proficiency. We obtained eight different measures of English proficiency to help predict true cognate knowledge. Participants took L2-English-into-L1-Polish translation tests in four conditions, totaling 60 cognates and 30 false cognates (FC). In two conditions, participants answered a 7-point Likert scale after each translation as a measure of CfG (1-“I’m guessing”; 7-“I’m sure”). Two conditions (one with CfG) contained FC—they may influence confidence in cognate translation—and two (one with CfG) did not. Eight cognate translation scores were obtained for later comparison: with/without CfG, with/without FC. For each CfG condition, correct translations were considered correct if 1) students reported full confidence in their translation, 2) confidence 5-7, or 3) confidence at/above a participant’s mean confidence. Results show rating as correct only correct translations with full confidence was best related to participants’ true proficiency in English. A close second was using the confidence 5-7. Practical implications for the classroom and for future research will be discussed.

High-stakes language tests inevitably involve compromises in authenticity. While this dilemma is widely recognized among test developers, the critical issue lies in determining how—and to what extent—such tests can and should approximate authentic language use within specific contexts. Cognitive validity offers a useful theoretical framework for addressing this challenge. It refers to the degree of correspondence between the cognitive processes involved in real-life language use and those elicited by test tasks. The greater the alignment, the higher the interactional authenticity of the test, and consequently, the stronger the validity of the inferences drawn from test performance. This presentation first conceptualizes cognitive validity and highlights potential threats to it. It then examines how a high-stakes L2 listening test in Japan, the Common Test listening component, achieves cognitive correspondence by comparing it with its predecessor, the National Center Test listening section (Yanagawa, 2016). Finally, implications for the teaching and testing of L2 listening in EFL contexts are discussed.

This practical 30-minute session shows how to make the IELTS Coherence and Cohesion criterion visible, accessible, and enjoyable through short, gamified micro-tasks. The facilitator models three hands-on activities that raise assessment awareness and generate immediate evidence of students' knowledge gaps, explicitly showing how lapses in thinking can disrupt the logical flow of ideas and how the inaccurate use of cohesive devices can affect scores. A diagnosis task asks participants to detect and repair flaws, including missing links and misguided content choices that weaken progression from sentence to paragraph. Moreover, a cohesive-devices spotlight introduces key function families, including addition, contrast, concession, cause and effect, exemplification, and referencing, and provides quick checks for accurate and appropriate use. The facilitator demonstrates digital tasks as well as low-resource physical handouts, which participants experience firsthand. Varied interaction patterns are incorporated to keep the workshop engaging, and participants leave with practical activities for their classrooms.

The transition from the International English Language Testing System (IELTS) to the Pearson Test of English Academic (PTE Academic) poses significant challenges for English as a Foreign Language learners, particularly in speaking assessment. IELTS employs human examiners in live interviews, whereas PTE relies entirely on artificial intelligence to evaluate recorded responses. This fundamental shift alters both the test-taking experience and the communicative strategies required for success. Drawing on standardized speaking samples from official preparation materials, this study conducts a qualitative comparative analysis of how fluency, pronunciation, coherence, lexical range, grammar, and content are evaluated under the two systems. The findings reveal critical differences in scoring priorities: PTE is highly sensitive to pacing and hesitation, while IELTS accommodates natural pauses and values interactive communication. Such contrasts can lead to unexpected outcomes for learners transitioning between formats. The study highlights the need for tailored speaking preparation that addresses the distinct demands of AI-based scoring while maintaining communicative competence. Practical implications are offered for teachers supporting learners in adapting strategies for both human and AI-rated assessments.

Language Assessment Literacy (LAL) has been widely studied in Western and ESL contexts, but research in Asian EFL settings, particularly Myanmar, remains limited. Moreover, skill-specific assessment of listening, speaking, reading, and writing is underexplored. This study investigates Myanmar EFL teachers' beliefs and practices of LAL across the four skills and examines the relationship between beliefs and assessment practices. A quantitative survey was conducted with 144 teachers from diverse educational settings. The instrument, developed from Brown and Abeywickrama's (2019) five assessment principles, included 32 belief items and 32 matching practice items, showing excellent reliability ($\alpha = .94$). Data analysis involved descriptive statistics, confirmatory factor analysis, and Spearman correlations. Results indicated strong positive beliefs, especially for speaking ($M = 4.37$) and writing ($M = 4.32$), while listening received the lowest ratings ($M = 4.02$). Practices followed a similar pattern, with listening ($M = 3.71$) showing the largest belief–practice gap. Significant positive correlations ($r = 0.471$ – 0.640 , $p < .001$) were found, with the strongest alignment in reading and speaking. The findings highlight the need for targeted professional training and institutional support, particularly in listening and alternative assessment methods, with feedback emerging as a central practice across all skills.

Authentic assessment is a type of assessment that stimulates real-world context and prepares students for the future challenges they may encounter beyond the classroom. The dynamics of implementing authentic assessment in language education and how educators are shaping this process are crucial. Therefore, this research paper aimed to explore lecturers' experiences and the benefits of implementing authentic assessment in EFL classrooms at the Department of English (DOE), Institute of Foreign Languages (IFL). This study adapted the framework of the characteristics of authentic assessment by Ashford-Rowe, Herrington, and Brown (2014). This research was carried out using a qualitative approach, with two main instruments: semi-structured interviews and classroom observations. The findings showed that lecturers at DOE have implemented authentic assessments that incorporated learners many essential language skills and soft skills that would be beneficial for their real-life application. Those assessment methods included debate, presentation, ASEAN simulation, country-profile presentation, vlog, reflective paper, (research) data analysis, and research report writing. More importantly, those assessments offered students the opportunities to improve their high-order thinking skills, produce outputs, transfer their knowledge beyond the classroom, promote metacognition, ensure standardized performance, be exposed to a real-world context, engage in discussion and feedback, and promote a collaborative learning environment.

This study examined the impact of school leadership decisions to introduce an IELTS course program at a non-traditional international school in Southeast Asia. The effects of this decision on key stakeholders who seemed excluded from the decision-making process, such as teachers and students, were examined. Data collected through interviews with IELTS teachers, graduate alumni, curriculum specialists, and school leaders explored the implications of curricular adjustment. A Critical Theory lens was used to analyze the data. Findings suggested that while school leadership's decision to integrate the IELTS preparatory courses into the English curriculum was expected to benefit students academically, the limited involvement of teachers and students in the program's design and implementation may have hindered its overall effectiveness and acceptance. The conclusions highlighted the importance of inclusive stakeholder engagement in curriculum development to support successful educational change. Participants will learn strategies for balancing institutional priorities with teacher and student input in curriculum planning.

Elicited imitation tasks (EITs) are increasingly recognized as practical tools for assessing second language oral proficiency. Their efficiency makes them appealing for both classroom and research contexts, yet questions remain about how best to design them and interpret results. This study explored how item length may influence EIT performance and considered what such patterns mean for teachers and assessors using these tasks. Data were collected from 102 Japanese university students completing an EIT originally developed by Wu and Ortega (2013). Analysis suggested that while longer items presented greater difficulty, the overall task still provided consistent and meaningful measures of learners' oral proficiency. These findings confirm the usefulness of EITs while offering insights into how item design can strengthen their effectiveness. The study concludes with practical considerations for educators: balancing item length for fairness, recognizing the task's potential as a diagnostic tool, and using EITs to complement other forms of speaking assessment. By framing EITs not only as research instruments but also as classroom resources, this poster highlights their value in bridging the gap between language testing and everyday teaching practice.

Target Audience: Teacher Trainers

JOHNSON Michelle

This poster examines how contradictions in classroom practice drive the development of instructor language assessment literacy in higher education. Using data from observations, field notes, and transcripts of one case, the analysis applies Pastore and Andrade's model of assessment literacy (2019) and Clarke and Hollingsworth's interconnected model of professional growth (2002). The guiding question is: Which contradictions in classroom practice act as drivers of growth in assessment literacy? Findings show that tensions such as fairness versus flexibility, teacher authority versus student agency, and efficiency versus engagement created moments of reflection and adaptation. Although the instructor did not always identify these tensions explicitly, shifts in practice suggest that contradictions were engines of change. The poster presents a visual mapping of these contradictions to illustrate how they connected to changes in knowledge, practice, and principles. By reframing contradictions as productive rather than problematic, this study offers teacher educators and instructors a new way to view classroom-based assessment challenges. Attendees will take away a practical lens for recognizing and working with contradictions in their own contexts to support professional growth.

Target Audience: Teachers of Adults

CHHOR Chang and KIMLY Chenda

Classroom participation primarily reflects students' willingness to engage in daily class activities, such as completing assignments on time, following teachers' instructions, and being present regularly. This study aims to investigate the factors affecting EFL students' classroom participation, to explore the students' perception about factors affecting EFL students' classroom participation, and to determine whether there is a significant difference in students' classroom participation between males and females. The researcher used a quantitative research method for this study. Three quantitative research analysis methods would be used: descriptive statistics, independent sample t-test, and regression analysis, which characterize the frequency and agreement of the items and the differences between genders. The findings revealed that factors affecting EFL students' classroom participation were teacher behavior, the classroom, and peer. Moreover, Students also showed an agreement perception on teacher behaviors, classroom, and peer. However, there is a significant difference in students' classroom participation between males and females on teacher behavior. Participants will be encouraged to expand their future research to consider affecting factors maximizing classroom participation. They will reflect on how to apply the research findings in their teaching contexts.

Reducing Foreign Language Anxiety in IELTS Speaking Through AI Chatbot Practice Foreign Language Anxiety (FLA) is widely recognised as a barrier to oral proficiency and overall success in language learning, particularly in high-stakes contexts such as the IELTS Speaking test. Research suggests that anxiety can negatively impact fluency, pronunciation, and lexical range, limiting learners' ability to perform at their true level. This presentation will examine how artificial intelligence (AI) chatbots can create low-pressure, autonomous practice environments that reduce affective barriers and support spontaneous speaking practice. Drawing on current research into FLA and affective filters, as well as findings from a recent study with adult EAL learners, I will share evidence of reduced anxiety and measurable gains in fluency, pronunciation, and vocabulary following AI-based practice. Attendees will see examples of chatbot interactions, learner feedback, and IELTS-style assessment outcomes, and will be invited to consider how AI might be integrated into their own teaching contexts to enhance learner confidence and well-being.

XI. Methodology (MET)

You've heard of Kahoot!, Quizizz, Baamboozle and other amazing online platforms for educational games? Well, this isn't that workshop. Sure, technology has its benefits and has enlivened many EFL classrooms. And as teachers, we rightly should focus on "teaching in the digital era." But what about back-to-basics, unplugged options for engaging learning activities? Isn't there still a place for offline, analog games in YOUR classroom? Welcome to DIY Gamification, the low-tech/no-tech way of "tricking" students into learning while they're having fun. In this workshop, we'll (literally) play with ideas on how to create engaging learning activities (AKA "games") that don't require Wi-Fi or extensive resources. We'll briefly explore the principles of gaming — what makes a game a game — and how these features can be leveraged/exploited to create effective educational opportunities. Workshop participants will also have a 'speed-round' competition of game-creation, with the goal of producing ready-to-go activities for their classrooms. So come and play. Let's have some fun... and maybe learn something too.

This presentation focuses on how teachers can give effective instructions that maximize student understanding and participation in English language classrooms. Drawing on the presenter's experience with both adult and young learners, the session begins with an introduction to the importance of clear directions in achieving lesson goals. It then explores nine practical tips for giving effective instructions, ranging from simplifying language and sequencing steps to using gestures, modeling tasks, and checking comprehension. The presentation highlights the differences between good and poor instructions, showing how clarity and precision can influence student engagement and performance. Participants will also engage in short practice activities to experience how small changes in instructions can affect classroom outcomes. Finally, the session discusses key considerations teachers should keep in mind before giving instructions, such as learners' age, proficiency level, and classroom context. Attendees will leave with a clear framework and practical strategies that they can immediately apply to deliver instructions more effectively and confidently.

Teaching young and adult learners grammar can be quite challenging for most teachers as the students tend to easily lose interest, particularly when grammar is being introduced or they always get distracted much often by their peers. Hence, it is not always possible to teach grammar to young students with full attention; otherwise, we, as teachers, need to cautiously select and design the correct tasks and activities. The presenters will present some useful concepts of practical grammar teaching used to intensify students' attention during class. Indeed, getting students to create things by themselves makes them enthusiastic in learning new things and exposing them into challenging grammar tasks encourages them to build up their confidence and independent learning. Thus, it would be great for teachers to prepare them with meaningful practice in which credits and feedback are given afterwards.

Concept-checking questions (CCQs) are questions designed with the purpose of checking whether the meaning of a given concept is understood by learners (Workman, 2005). They typically require short answers, and can be asked either prior to or after an introduction to a new concept. Hawkes, Hawkes, and Tonissen (2012) suggested that CCQs are effective in promoting students' involvement in the classroom as students need to verbalize their answers and think about meaning rather than simply say 'Yes, I understand.' Despite their usefulness, the presenter observed that outside of language classrooms, CCQs are not utilized much, especially in Content-based subjects like Geography, History, or Biology. In this workshop, participants will recognize the benefits of CCQs and apply practical techniques to create them to suit the participants' own teaching context. Early-career language teachers and content-based teachers are highly encouraged to attend this session.

Giving instructions and setting up activities are critical factors in a language lesson, especially when instruction is given in L2. However, focusing on giving clear, concise instructions is an area that is often overlooked by teachers, and so is frequently highlighted as an area for improvement after lesson observations. This PD is not just focused at newer teachers, but aims to assist experienced teachers who may question their own classroom practices concerning giving instructions and setting up activities. Strengthening one's ability to give instructions means that attention can be given over to preparing the next stage of a lesson or taking a moment to stand back and observe what is happening, rather than running from group to group trying to 'fix' activities that aren't working as planned. The workshop will focus on the importance of quality over quantity when it comes to giving instructions and that, although easily overlooked in lesson planning stages, refining instructions can require considerable thought, especially when new to teaching.

In today Digital era, English Language Teaching is evolving: it moves beyond language competence to develop critical thinking, collaboration, and subject knowledge. Content and Language Integrated Learning (CLIL) provides a powerful approach by combining curricular content with English in authentic contexts. This presentation demonstrates how CLIL can empower learners and transform classrooms through practical, technology-enhanced strategies. Examples will show how subjects such as science, social studies, and global issues can be taught in English using interactive, learner-centered tasks. Some digital tools will be highlighted as effective means of supporting both content mastery and language development. The session focuses on how CLIL encourages learners to become active participants who gain subject knowledge, problem-solving skills, and intercultural awareness. Participants will leave with adaptable ideas for designing CLIL lessons that leverage technology, integrate curriculum goals, and prepare learners for success in a connected, knowledge-driven world.

Technology, in this reimagined model, is not merely an enhancement or an add-on; it is a fundamental transformative agent that redefines the core components, operational dynamics, and potential impact of Project-Based Learning. Digital tools enable enhanced collaboration through platforms like Google Docs and Microsoft Teams, allowing students to work together seamlessly regardless of physical location. They also provide access to a wealth of information and resources, from virtual museums to real-time scientific data, making inquiry-based projects far more authentic and expansive. Furthermore, technology facilitates personalized learning paths, allowing students to research topics of personal interest and produce project deliverables in diverse formats, such as podcasts, videos, or interactive websites. This shift empowers educators to move beyond traditional classroom boundaries, fostering a dynamic and adaptable learning environment that prepares students for the complexities of the modern world.

This study, which involved 36 students from a large high school in Japan, is part of the project that aims at investigating differentiation in the English language classroom in Japanese mainstream schools. The participant cohort was very diverse cognitively, linguistically, and culturally. The participants completed a questionnaire that asked them about their opinions on learning English and their learning needs. The data were also complemented by the class teacher, who provided information on the participants' reading and writing skills and English language proficiency. The results show that most of the participants found learning English difficult because of a number of reasons. This is why a majority of the participants reported disliking learning English. At the same time, the participants recognized the importance of learning English and expressed a number of needs of learning English, depending their general English language proficiency, linguistic and cultural background. The discussion of the results will focus on the forms of differentiation that have already been implemented in the high school and their evaluation from the perspective of the classroom teacher. The audience will also learn about other forms of differentiation that can be used in a language classroom with diverse students' needs.

Abstract This study investigates the effectiveness of the Direct Method in teaching oral English to EFL students in China, guided by Krashen's Comprehensible Input Theory and Hymes' Communicative Competence Theory. A mixed-methods quasi-experimental design was used, combining standardized speaking assessments, motivation and confidence scales, and student interviews. Results showed notable gains in oral proficiency, with mean scores rising from 115.114 to 155.921, and confidence improving from 3.004 to 3.963 (4-point scale). Motivation slightly declined (4.38 to 4.29 on a 5-point scale) but remained high. Thematic analysis highlighted improved fluency, growing confidence despite anxiety, cultural awareness, and appreciation of immersive learning. While some students found the method demanding, most reported stronger competence and positive attitudes. The study concludes that the Direct Method enhances oral skills and confidence and recommends career-focused tasks and teacher training in immersive instruction. **Keywords:** Chinese EFL students, Direct Method, mixed-methods research, oral English proficiency, language confidence, language motivation, immersive language teaching, instructional effectiveness

Inattention and hyperactivity/impulsivity behaviours that are related to Attention Deficit/Hyperactivity Disorder (ADHD) may be challenging in the classroom setting. This presentation will focus on classroom strategies for managing ADHD-like behaviours. The presented findings are a result of a mixed-method study that used six hypothetical classroom scenarios to investigate the self-reported efficacy and teaching approaches of 62 pre-service English language teachers from Japan, Poland, Turkey, and Ukraine. By comparing diverse educational and cultural contexts, the study aimed to identify convergences and divergences in coping with these behaviours to promote evidence-based approaches in inclusive language teaching. Data were gathered using an online questionnaire with both open- and closed-ended questions. A number of similar teaching approaches were identified across the sample, but prominent country-specific differences in approaching specific ADHD-like behaviours were present. The approaches used by participants align with evidence-based recommendations for teaching students with ADHD to some extent. The discussed implications of the study inform pre-service teachers' education and call for approaches that are more universal in design and language-skills development-oriented.

This study examined the effectiveness of Project-Based Learning (PBL) in Intensive English for Academic Purposes (IEAP) programs at Paññasatra University of Cambodia through surveys of 107 students and interviews with 9 students and 7 teachers. Quantitative results showed students rated PBL positively with an average score of 3.72 out of 5, with 70.7% agreeing that PBL enhanced their learning, particularly for developing practical skills (3.79/5) and critical thinking abilities (3.75/5). Students who completed more projects demonstrated greater confidence, and higher-level students showed better critical thinking development than lower-level students, with no significant gender differences in PBL effectiveness perceptions. Qualitative findings revealed that students valued PBL for teaching teamwork, problem-solving, and independent learning skills applicable across courses, while all seven teachers supported PBL as superior to traditional methods despite facing challenges with time management, ensuring equal participation, and supporting lower-proficiency students. The study presentation will give participants ideas on improving digital platforms, developing better assessment methods, enhancing teacher training, incorporating Cambodian cultural elements, establishing quality control systems, and partnering with local organizations for authentic projects, demonstrating that PBL effectively teaches English while developing essential life skills.

MET 22**30-minute Workshop****Transforming Rules into Routines: Practical Classroom Management Strategies for Young Learners****Target Audience: Teachers of Young Learners****HOEM Vandy**

Classroom management is important for creating a positive learning environment, especially for young learners who are still developing self-regulation and social skills. In many Cambodian classrooms, students often find it difficult to follow instructions consistently, which can disrupt learning and reduce engagement. To address this, teachers need to move beyond simply stating rules and establish clear routines that students can easily understand and follow. Using strategies such as visual cues, transition signals, positive reinforcement, and adjusting routines to meet students' needs can help improve behavior, engagement, and classroom organization (UNICEF Cambodia, 2023; UNESCO, 2025). This session will present practical techniques for turning rules into routines, helping young learners develop good habits while supporting learning. It is recommended for teachers of young learners who want to create organized, motivating, and effective classrooms.

MET 23**30-minute Workshop****Leveraging Stirrers and Settlers for Effective Classroom Engagement****Target Audience: Teachers of Young Learners****THAT Menghour and OUK Chanvatana**

In many young-learner classrooms, teachers often struggle to maintain students' attention and engagement while ensuring they fully understand new concepts throughout the whole session. Some students frequently become sleepy during long explanations, making them disengaged. In contrast, others tend to be overhyped, which leads to chaos. Either scenario affects the whole class' learning outcomes. This abstract explores the use of balanced teaching activities through stirrers and settlers as a practical solution in a class of mixed behavior. According to the British Council and Cambridge University Press & Assessment (2021), "Stirrers are energetic tasks that energize learners, while settlers are calmer activities used to focus them." Focusing on young learners, this approach provides effective strategies for teachers to balance between active and passive activities, creating lessons that could greatly accommodate both less interactive students and overly active students.

MET 25**30-minute Workshop****Task-Based Learning for Real-Life Communication: Ideas for Every Classroom****Target Audience: Teachers of Young Learners****SOKUN Theary**

This presentation explores how task-based learning (TBL) can transform classrooms by promoting collaboration, creativity, confidence for the future pathway, and language development in a real-life context. Drawing from my experience as a Language teacher at Auscam Education Academy, I designed low-cost mini projects where students worked in teams to research, create, and present solutions using simple materials like chart paper, markers, and printed images. Students reported increased motivation, confidence, teamwork, and communication skills, showing that impactful learning does not require expensive tools. The session will emphasize strategies for implementing task-based learning (TBL) in both low-resource technology-enhanced environments, making it relevant for teachers in diverse contexts. Participants will leave with a clear framework for designing task-based lessons and a toolkit of activities to help students use language meaningfully in and beyond the classroom.

Developing a strong vocabulary base is essential for young learners as it enhances their abilities across all four language skills—reading, writing, listening, and speaking (Putra, 2016). A broad vocabulary allows students to better comprehend texts, express their ideas more clearly, and engage more confidently in classroom communication. However, teaching vocabulary effectively to young learners requires more than simply knowing the meaning of the words (Schmitt, 2008). Learners need to understand a word's meaning, pronunciation, spelling, and usage in context (Nation, 2001). This presentation introduces a range of engaging vocabulary-building activities specifically designed for young ESL learners. It also addresses common classroom challenges such as limited attention spans, mixed proficiency levels, and a lack of motivation. Teachers will gain an understanding of practical strategies that support engaging learning for young learners. The session concludes with a demonstration of selected techniques to implement them in their own classrooms. This presentation is recommended for teachers of young and adult learners.

Guided discovery, which was invented by doctor Charles E. Wales, is a method used in teaching in which students have to figure out what the rules of the target language are with the guidance from the teacher (Suzanne Cook, 2013). This method of teaching was developed from the broader concept of discovery learning by Jerome Bruner. It mainly focuses on the inductive part of discovery learning which is believed to help students understand and remember what they learnt better. In this session, participants will find out more about guided discovery such as, what is guided discovery, how to do it, and why we should apply it in not only ESL classrooms, but also any language classroom in general. Participants will also see a demonstration of what guided discovery looks like in a classroom by experienced teachers who used it in their class.

In today's constantly changing ESL classroom, it is essential to recognize that students come with a wide range of language abilities, learning styles, and academic backgrounds. As a result, differentiated instruction (DI) has become a crucial approach for addressing the growing issue and supporting students' diverse needs and interest. This session focuses on the core principles of DI, its impacts and practical strategies. The session will also provide low-prep activities which are designed to help teachers overcoming the challenges posed by mix-ability classes and enhancing student engagement and achievement. By the end of the session, participants will get a better understanding of how to embrace diverse learners and obtain adaptable techniques to effectively implement in their classroom in order to create an engaging learning environment where all students can actively participate and thrive, regardless of their differences.

Effective opening and closing routines are essential for maximizing student engagement, learning, and reflection, yet many educators struggle to implement them consistently, leading to unfocused lesson beginnings and missed opportunities for consolidation at the end. This concern warrants serious consideration, as the absence of intentional routines may diminish students' preparedness at the outset of lessons and hinder their ability to consolidate, retain, or transfer essential concepts following instruction. Building on Edutopia's "14 Effective Opening and Closing Routines for Teachers" this presentation investigates a range of practical yet research-informed strategies-including "Brain Dumps," "Two-Dollar Summaries," and "Create News Headlines"-that stimulate curiosity, activate prior knowledge, and deepen reflective practice, while simulate furnishing Educators with rapid formative assessments. These routines offer distinct advantages which require limited instructional time, enhance students' Meta cognitive engagement, and enable teachers to refine instructions responsively based on immediate evidence of learning. This presentation is recommended for all ESL educators, teacher trainers, and curriculum developers.

Just like in other contexts, first impressions in ESL matter as it sets the tone for the rest of term. Students often arrive to class with anxiety and uncertainty on the first day making it a crucial time to foster belonging, motivation and confidence. "No class period is more critical to forming students' attitudes towards learning than the first day of the term" (Dartmouth Center for the Advancement of Learning, n.d.). This presentation explores strategies for creating a welcoming and purposeful first day. Participants will reflect on typical first day moods and common activities used. Then they will be introduced to a few practical and adaptable activities, designed to promote meaningful engagement from the start. While primarily designed for in-person classrooms, these activities foster collaboration, self-expression and active participation, skills that are essential for today's evolving learning environment.

The Yale Center for Dyslexia and Creativity estimates that up to twenty percent of the population has dyslexia, a language processing difference often characterised by difficulties with reading, writing, and spelling (Reid, 2016). Taking this into account, most teachers will likely have experienced learners with dyslexia in their class, many of whom will not be aware of the reason for their challenges. This workshop introduces strategies and resources that promote accessibility for learners with dyslexia in an ELT classroom without lowering academic expectations. Drawing on research in inclusive pedagogy, participants will learn how to adapt ELT classroom practices, materials, and assessment tasks, focusing on practical, low-cost, and adaptable strategies to better support language learners with dyslexia. Key areas covered include multisensory instruction, visual scaffolding, chunking information, and adjustments to teacher talk. By the end, participants will have a range of practical ideas for creating accessible, dyslexia-friendly ELT classrooms that enable all learners to succeed.

English teaching has vastly changed when Project-Based-Learning (PBL) was first introduced. Not only does PBL promote better language learning in production skills, but it also makes English lessons relevant to what the learners might need in the future or even for the current social context. Currently, entrepreneurship has become more and more relevant in both national and global socio-economic contexts (Mustafa, 2019). As the TESOL educators of the 21st century, having a teaching technique to educate students in both English and Entrepreneurship is important. Combining PBL teaching methods by choosing either to focus on business related topics or an innovative approach can improve students' understanding of entrepreneurship (Keumala, 2021). Implementing PBL in ESL classrooms can allow students to produce their language while also getting to apply entrepreneurship skills in their own classes. This presentation will cover why entrepreneurship skills matter and how we can utilize project-based learning to help students learn those skills. This presentation will be of interest to all ESL teachers who want to introduce entrepreneurship skills in their classrooms.

Providing effective feedback is a cornerstone of language learning, yet many educators default to vague praise like "Good job!" which fails to guide improvement (Hattie & Timperley, 2007). This overused phrase, while positive, offers students no actionable pathway to progress, leaving them aware of their performance but unsure how to develop their skills. This practical workshop addresses this gap by moving beyond evaluation to focus on coaching. We will explore efficient and impactful strategies to make feedback a powerful tool for learning. Participants will be introduced to a simple framework for delivering constructive criticism, such as the "Feedback Sandwich" method, and will learn how to implement a time-saving symbol-based error correction code. The session will emphasize providing specific, task-focused comments that promote student reflection and autonomy. By the end of this workshop, educators will have a toolkit of practical techniques to enhance their feedback practices in both written and spoken contexts, leading to more engaged and self-reliant learners. This session is ideal for educators of all levels, especially those seeking effective methods for busy classrooms.

Many EFL students hesitate to participate actively in class because they fear making mistakes, which can shut them down before learning begins. In order to reduce student anxiety, I work to create a lighthearted and playful atmosphere in my university-level English composition classes in China through a variety of easily implemented activities. Several of these activities are made possible (or at least easier) by utilizing available digital tools. For example, I use a "selfie attendance" system where students pose in front of a chalkboard drawing unique to a particular day and post their photo to a class group chat on WeChat. I also play popular English music during in-class journal time. These and other activities lower the pressure to be perfect and encourage students to connect with English in a relaxed, authentic way. This session will share classroom-tested techniques that teachers can adapt for their own students, along with student reactions and practical takeaways for building confidence and participation.

Artificial Intelligence (AI) has rapidly developed as a digital teaching tool and is increasingly integrated into approaches such as Task-Based Language Teaching (TBLT), the PPP model (Presentation-Practice-Production), and other methods. AI can also support speaking practice through chatbots, provide writing feedback for drafting and revision, and enable blended lessons where learners engage in autonomous practice outside the classroom. While AI can serve as a “co-teacher” or teaching assistant in English language classrooms, the role of human teachers remains essential. Research shows that while AI can enhance instruction, it cannot replace teachers’ creativity, social-emotional skills, or their ability to build meaningful relationships with learners. Instead, AI should be integrated in synergy with human teaching (Chan & Tsi, 2023). Teachers are crucial for classroom management, guiding learning, giving meaningful feedback, and creating a supportive and engaging environment for students. This session highlights the importance of viewing AI as a supportive teaching tool rather than a replacement for educators. Teachers of both adult and young learners, along with teacher trainers, will gain practical insights into how AI can be meaningfully integrated into lessons, offering opportunities for teachers to enhance learning and empower students.

Digital technologies are now the focus of many aspects of life including language teaching, however, many educators face challenges in using them sustainably. This presentation explores “sustainable digital approaches” as practices that can be realistically maintained without creating inequities or overburdening teachers and students. Firstly, principles of sustainable digital approaches such as accessibility and equity, teacher empowerment, learner autonomy, and balanced integration will be discussed. Next, the emphasis will be placed on accessible tools such as open educational resources, mobile platforms, and blended models that balance online and offline interactions. Thirdly, strategies for reducing digital fatigue, fostering learner autonomy, and reusing digital content will be shared through practical classroom examples. Finally, we will discuss challenges and solutions to the topic. This session is recommended for all ESL educators and teacher trainers.

This workshop explores the vital role of controlled language production activities in fostering increased fluency and confidence among English language learners. Participants will examine how carefully scaffolded tasks act as a bridge, guiding students from structured, controlled exercises to more spontaneous and open-ended communication. The session offers practical strategies for designing classroom activities that gradually transition from activities such as cloze tests, guided dialogues, and drill-based exercises to freer tasks like discussions, storytelling, and role-plays. Emphasizing the importance of balancing accuracy with fluency, this workshop aims to equip TESOL educators with effective tools and techniques to support learners' progression toward autonomous language use. Additionally, the activities will focus on developing both speaking and writing fluency, enabling learners to become more confident and proficient in their expressive skills. Ultimately, the session will demonstrate how a scaffolded, step-by-step approach can significantly enhance learners' communicative competence, motivation, and overall language development across diverse classroom settings.

This workshop is a practical, hands-on session, in which participants will experience the excitement of a lesson that utilizes improvisation. Improvisation activities add humor and excitement to the language classroom. They can complement any course syllabus and be adapted to fit any language proficiency level. Improvisation activities require learners to communicate without previous preparation, just like they would outside the classroom. In class, language learners are often told what to do and what to say, but in real-life situations, they cannot prepare their lines or practice their actions in advance. Improvisation is a constant factor in our out-of-class behavior and therefore, instructors should provide opportunities for such behavior in the language classroom. Improvisation activities help to build confidence for successful communication. Learners must listen carefully and speak clearly in order to complete the given task. Improvisation activities can help learners develop nonverbal skills and become better at using/interpreting nonverbal cues.

Part of developing a global mindset is challenging ourselves as educators to make our classrooms better, not only for ourselves in our professional career's progression, but especially for our unique, diverse and globally-minded students. The purpose of this presentation is to encourage and challenge educators to make their classrooms better by creating more authentic and fulfilling learning experiences for their students. It can be said that the greatest factor impacting student learning is teacher quality. Great teachers make great learners! The field of Mind, Brain, and Education Science (MBE), which joins forces from educators, cognitive neuroscientists, and psychologists, has the goal of creating a foundation for more efficient and effective instruction. This presentation outlines some of MBE's principles which are said to be followed by great teachers, as well as some general tenets that help shape great classrooms. For practical guidance on how to apply such principles to one's own teaching, activities focusing on Performance in Education (PIE) are introduced. These include, but are not limited to oral interpretation, improvisation, readers' theatre, and video-making.

Target Audience: Teachers of Adults**HEANG Sovannmealea and SUM Sinrafy**

Adult learners in ESL classrooms often remain silent, even when capable of contributing, due to factors such as cultural educational norms, fear of mistakes, low self-confidence, or limited intrinsic motivation. When unaddressed, this silence can limit language practice and reduce meaningful classroom interaction. Nguyen (2020) identified various causes of students' classroom silence, including personal and impersonal, linguistic and psychological factors such as students' personality and language proficiency, teachers' methodology, lesson contents, and class cooperation. Similarly, Pratolo et al. (2023) found that in-class silence behavior is influenced by learners' personality, prior learning experiences, and classroom dynamics, highlighting the multifaceted nature of silent participation in adult EFL contexts. This presentation will examine the underlying causes of learner silence and explore strategies that promote active participation within a supportive and motivating learning environment. Participants will reflect on their own teaching contexts, analyze common challenges, and collaboratively design classroom activities that facilitate gradual movement from silence to engagement. By the conclusion of the session, attendees will acquire practical insights for fostering learner confidence, enhancing interaction, and cultivating a classroom culture in which participation is normalized, encouraged, and valued.

Target Audience: Teachers of Young Learners**BRADSHAW Sarah**

Many educators are familiar with the concept of a "growth mindset," which emphasizes an individual's ability to develop and improve through hard work and dedication. A key component of a growth mindset is resilience—the capacity to overcome challenges and persevere. Because language learning is often a lengthy and demanding process, resilience is a crucial skill that supports a growth mindset and enhances achievement. Yet many students hesitate to engage in classroom activities for fear of failure, which can lead to feelings of shame or embarrassment and, ultimately, slow their progress toward their language-learning goals (Teimouri, 2025). Research shows that resilient students perform better, demonstrate greater engagement, and report higher levels of well-being (Zarrinabadi, Lou, & Ahmadi, 2022). This presentation will introduce the concept of resilience in an educational context, highlight its benefits for language learning, and suggest practical strategies for fostering resilience in the classroom. It is recommended for ESL educators and teacher trainers committed to developing not only their students' English proficiency but also lifelong learning beyond the ESL classroom.

Overcoming challenges in teaching English, along with various tools and activities, can simplify the teaching process and align it with modern educational needs (Thomas & Milton, 2022). Students often lose interest when teachers focus only on giving difficult exams or lengthy explanations without considering their needs, which can gradually reduce students' motivation. To address this, teachers should explore more engaging and enjoyable teaching methods. Incorporating games and interactive activities can support the learning process and create a positive classroom atmosphere. Since students have different ways of absorbing lessons, teachers must adapt their approaches accordingly. When the classroom environment is comfortable and supportive, students are less likely to feel bored or anxious, and more likely to stay motivated and succeed (Fitria, 2003). Therefore, This presentation will showcase three ice-breaking activities designed to enhance student enthusiasm and participation in the learning process. This presentation is recommended to ELT teachers and teacher trainers.

More than Discipline: The Emotional & Practical Side of Classroom Management challenges the traditional view of classroom management as solely about enforcing rules and maintaining order. Instead, it brings attention to the emotional and relational aspects that are just as critical to creating a successful classroom environment. This work delves into the ways teachers build connections with students, manage their own emotional responses, and use practical strategies to foster a sense of safety and community. Rather than focusing only on correcting behavior, it emphasizes the importance of empathy, consistency, and thoughtful planning in shaping a classroom culture that supports both learning and well-being. Through a blend of research, practice, and reflective insights, this perspective promotes a more comprehensive approach to classroom management- one that values relationships as much as routines.

Numerous qualitative researchers have examined the interview process with their insight, which underpins qualitative research, revealing strategies and methods to convince the participating interviewees to express their thoughts and lived experiences within a comfortable atmosphere. This paper aims to share personal experiences of the current researchers after doing some in-depth interviews in reality (n=39) with the support of 5Cs' perspectives (Content-Control-Clarity-Capture-Creativity). In addition, the authors believe the significant dimensions of achieving good interviews, such as how much the researchers know about the purpose of interviews how much the researchers understand clearly about the research and interview questions, what skills are used to clarify questions for different types of interviewees, how could the researchers start the interviews comfortably and naturally, how could the researchers create a comfortable and satisfied feelings for the participants to be ready answer, how could the researchers manage time well and how could ethical considerations be ensured for anonymity, confidentiality, and potential power imbalances between researchers and participants. Finally, the current researchers hope to build and foster young or beginning qualitative researchers with good communication skills to achieve their own studies successfully in the future.

With the rapidly increasing numbers of different AI, assessing students' work has never been more difficult. In the year 2020 where a global pandemic suddenly arose, the flow and method of learning has been impacted significantly and has changed since then. With the sudden creation of AI like ChatGPT in a time where online learning was dominant, students are becoming more and more reliant on AI rather than their own ability. Even though the aforementioned pandemic has been subdued, the issue remains, and it has been causing more and more difficulties among educators when it comes to evaluating students' work. However, many educators have found many different ways to deal with these ongoing issues including process work, personal experiences and practical real time tests where learners' critical thinking and depth of understanding are challenged in a way that it is more difficult for them to rely solely on AI. Hence, this presentation will showcase some of the methods that educators can use to help in assessing students' work as well as teaching them how to better utilize the existing AI tools. This presentation is recommended to all educators of any level who are interested in exploring these concepts.

Why is it that many adult beginners can understand a text or follow a conversation, but freeze when it's their turn to speak or write? At A1–A2 levels, learners often face barriers such as limited practice time, lack of confidence, and forgetting new language quickly. This interactive workshop tackles these challenges head-on by exploring practical strategies to transform receptive knowledge into productive skills. Participants will engage in scaffolding techniques that move from controlled drills to freer, more authentic communication, discovering ways to reinforce learning through repetition and personalization. We will also focus on building a supportive classroom environment where learners feel safe to take risks and celebrate progress. By the end of the session, teachers will walk away with ready-to-use tools and a clear framework for helping adult learners turn input into confident output.

Standardized tests like IELTS in English language teaching can have significant impacts on improving student's motivation in learning English due to measurable benchmarks it provides for English language competence and open opportunities for higher education and employment. However, there are limitations in the way it can be implemented in language teaching in the classroom. Some people argue that using standardized tests as the way to teach the language limits the communicative language development as students will just narrowly focus on doing the practice for the test skills. However, this presentation aims to illustrate the way teachers can integrate standardized tests with communicative and task-based learning to improve student's communicative skills. By doing this, not only students can practice the strategies on the core skills, but they also can apply it to their real life communication. This presentation will demonstrate practical applications of the techniques, including Embed Test Strategies in Communicative Tasks, Integrate Speaking Practice, Combine Writing Practice with Real-World Tasks, Time Management Training and Providing Continuous Feedback. At the end of the presentation, attendees will be able to apply the techniques above to create a win-win approach in which learners achieve better test scores while genuinely improving their English proficiency.

Vocabulary acquisition is a crucial aspect of learning English, yet many young learners struggle to retain new words when relying on traditional rote memorization methods. This research aims to investigate the improvement of students' English vocabulary competence before and after being taught using animated videos. The study selects 18 participants aged 8 to 11 from a general English class. Purposive sampling will be employed to select the participants for this study. A pre-experimental research design, incorporating a pre-test and post-test, will be conducted to collect data. The result will reveal a statistically significant difference between the pre-test and post-test of one group after the treatment. Participants in this session will receive insights into how short animated stories can be used to introduce, practice, and reinforce new vocabulary in engaging ways for young learners. The session highlights practical classroom implementation of the treatment, including how teachers can integrate animation into lesson planning, how students respond to visual short stories, and how this approach fosters more active participation. By the end of the session, participants will be encouraged to consider applying animated videos in their own classrooms to enhance vocabulary instruction and support young learners' long-term language development.

In the aftermath of the COVID-19 pandemic, new approaches to education have emerged worldwide. This presentation describes an ongoing virtual video-exchange project between students in Japan and China, where small groups produced English-language videos based on the UN Sustainable Development Goals. Students created original, multimodal digital artefacts (Kress & van Leeuwen, 2001), exchanged them, and received feedback from domestic and international peers using a tailored rubric. Intercultural communication in a second language inevitably raises the possibility of misunderstandings or culturally inappropriate behaviour. Scholars such as Byram and Wagner (2018) highlight the role of foreign language education in developing skills for sensitive and appropriate interaction. Exchanging ideas on issues of global significance with international peers can prompt reflection and broaden understanding beyond classroom boundaries. Pre- and post-project questionnaires indicated improved impressions of the partner country. Drawing on students' own words, this presentation will examine how they perceived the project, negotiated intercultural communication, and developed digital literacy alongside awareness of sustainability. Byram, M. and Wagner, M. (2018). Language Teaching for Intercultural and International Dialogue. *Foreign Language Annals* 51(1), 140–151. Kress, G. & van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. Oxford UK: Oxford University Press.

This workshop provides educators with a comprehensive understanding of differentiated instruction, a dynamic teaching methodology designed to address the diverse learning styles, readiness levels, and interests of all students. Participants will explore practical strategies to differentiate content, learning processes, and assessments, enabling them to create more personalized and effective learning experiences. The session highlights how differentiation not only supports academic growth but also enhances student motivation and engagement by recognizing individual strengths and needs. Educators will learn how to design flexible lesson plans and classroom environments that promote inclusivity and equity, ensuring every student has the opportunity to succeed. Additionally, the workshop will examine the role of ongoing assessment and feedback in informing instructional decisions and fostering student progress. By the end of the session, participants will be equipped with actionable tools and insights to implement differentiated instruction confidently, helping to transform their classrooms into vibrant, student-centered learning communities. This workshop is ideal for teachers seeking to improve instructional effectiveness and better support diverse learners.

ABSTRACTTHE EFFECTS OF LADDER TECHNIQUES ON EFL STUDENTS' WRITING PERFORMANCE
Author: Nguyen Van Hung (MA.) – Dong Thap Province The research aims to investigate the impacts of the Ladder Technique on improving students' self-correction ability in writing class, and to discover the relationship between learners' proficiency levels and self-correction abilities in their writing performance. Also, this research is to investigate the participants' attitudes toward the use of the Ladder Technique in their writing course by having surveyed the amount of 31 participants at a center of Foreign language in Dong Thap province to see how students' writing performance has been improved in writing class after the self-correction has been analyzed. Finally, the researcher gets final results by applying the Ladder Technique, then collecting and processing data to gather the final end product to measure the effectiveness of utilizing the Ladder Technique in language teaching and learning in the same contexts are provided an opportunity to consider the role of applying the Ladder Technique to improve learners' writing performance in writing class.-The end –

AbstractThis study explores the relationship between adopting an eclectic approach to language teaching and addressing the unique educational needs of Generation Z learners. Traditional pedagogical models, such as Formalistic and Functionalistic methods, while foundational, often fall short in engaging Z-Gen students, whose learning preferences are shaped by digital literacy, multitasking, and a demand for practical relevance. By integrating elements from multiple teaching approaches, an eclectic methodology offers greater flexibility in tailoring instruction to learners' diverse cognitive, social, and technological contexts. The research investigates how such an approach bridges the gap between conventional methods and contemporary student expectations, enhancing both engagement and learning outcomes. Findings suggest that eclectic teaching not only accommodates varying learning styles but also fosters adaptability and creativity, making it a more effective framework for modern classrooms.

This study examines the impact of peer teaching on students' academic achievement in the Bachelor of Arts in English program at the Faculty of Foreign Languages, National University of Management (NUM), Cambodia. A quantitative experimental design was employed to compare peer teaching with traditional classroom instruction. Data collected from 59 students through structured tests and questionnaires measuring academic achievement and engagement were analyzed using descriptive statistics, independent sample t-tests, and ANOVA. The results showed that students in the peer teaching group outperformed their peers in terms of academic performance and demonstrated higher levels of engagement. Specifically, they exhibited improved achievement, greater participation in class activities, and stronger motivation toward learning. These findings suggest that peer teaching is an effective instructional strategy for enhancing learning outcomes in higher education and provide practical implications for teaching and learning practices in similar contexts.

Target Audience: Teachers of Young Learners

LAY Sokunthea

Creating engaging and communicative English lessons can be challenging, especially when learners lose motivation or feel anxious about participation. This presentation explores how incorporating short, low-preparation classroom games can enhance peer interaction, promote spontaneous language use, and increase learner confidence. Drawing on materials from the ACE TESOL course Peer Teaching Options: Fun and Games, this session highlights practical activities such as Charades, Shopping List, and Stop the Bus, which can be adapted for different proficiency levels and learning contexts. Each game encourages students to think quickly, use target vocabulary, and collaborate meaningfully while developing fluency and accuracy. The poster will demonstrate how to set up each activity, manage timing and feedback effectively, and modify game rules to suit classroom dynamics. Participants will gain ready-to-use ideas to make language learning both enjoyable and pedagogically valuable. This session is ideal for teachers seeking to integrate fun, communicative approaches into their lessons with minimal resources.

Target Audience: Teachers of Adults

CHEA Davit

Listening is one of the most challenging skills for EFL learners, especially at lower levels, where authentic materials often feel too fast or complex. Teachers also face difficulties in creating effective worksheets that balance comprehension with engagement. This session presents an innovative solution: using AI tools such as automated transcription and language models to design video listening worksheets. According to recent findings, AI offers new possibilities for developing materials that better match learners' needs and levels (Huang et al., 2023). These materials can be tailored to low-level learners by simplifying vocabulary, adding scaffolded tasks, and breaking content into manageable steps, while still being engaging for higher levels. They can be used flexibly as both classroom resources and self-instructional tools. This session is especially relevant for new teachers seeking time-saving, adaptable resources for both classroom instruction and independent learning tasks.

Target Audience: Teacher Trainers

SAMANG Dyna and CHEA Davit

One of the main challenges in English language teaching (ELT) is keeping learners engaged, particularly in classrooms where traditional methods may feel passive or repetitive. Studies indicate that AI-supported study assistants encourage students to spend more time on tasks, manage their learning independently, and revise more frequently—behaviors strongly linked to engagement (Bai et al., 2024). This session introduces Curipod, an AI-powered teaching platform that enables teachers to design interactive lessons, polls, quizzes, and discussions that boost deeper engagement. Participants will learn how Curipod can be integrated into EFL classrooms to promote active learning and create more student-centered lessons. Practical examples of lesson designs and classroom applications will be shared, making the session especially useful and for both new and experienced teachers who want to enhance and transform everyday teaching into engaging, interactive and student centered experiences.

The five-paragraph essay is the basic form for academic writing in numerous educational institutions. While there is a great deal of published literature on teaching the five-paragraph essay, there is very little user-friendly information on how and where to begin instruction. The authors of that literature have largely assumed that learners, like their teachers, are academically adept and accomplished. While this is true of some learners, for many more it is not the case. This situation results in absence of comprehensible input for many learners. This session suggests a learner-friendly starting point with a simple template that students can construct independently in order to organize their essays and begin academic writing immediately. Students can use this technique to acquire a solid foundation of skills that they can build upon subsequently in order to become successful academic writers. Workshop participants will construct the template that the author proposes and practice filling it in, resulting in a practical working outline with information automatically organized for a coherent five-paragraph essay. They will leave the session with a set of instructional skills that they can apply immediately on returning to their students with no requirement of investment in technology or specialized materials.

"Do you understand?" "Is it clear?" or "OK?" are commonly asked questions to check students' comprehension. However, many English educators over the last two decades have shown that such questions are not effective ways of assessing understanding (Workman, 2006; Darn & White, n.d.; Constantinides, 2013; Heredia, 2018a; Gakonga, 2021). For this reason, Instruction Checking Questions (ICQs) are strongly recommended. ICQs are questions used to ensure that students understand the instructions for an activity (Heredia, 2018b). When instructions are unclear, the input becomes incomprehensible, which can result in student frustration and disengagement. ICQs have been introduced to address confusion and misunderstanding in completing classroom activities (Angulo, 2023). ICQs have gained their stance in the English teaching environment for the particular reason that students need to be checked on what they have to do before actually doing a task. While ICQs are widely acknowledged as one of the classroom management techniques (Richards & Lockhart, 2010; Fisher & Frey, 2014; Widdowson, 1987), there remains uncertainty about whether they should be used in every activity. This presentation addresses this gap by examining when ICQs are required, when they may be unnecessary, and how they can be applied effectively to enhance students' performance on tasks.

XII. Motivation (MOT)

MOT 2

30-minute Paper

Between Autonomy and Automation: AI Use and Motivation in Student Writing

Target Audience: Teachers of Adults

SCARBOROUGH Courtney

This study examines the relationship between student motivation and the use of AI tools, such as ChatGPT, in university-level EFL writing classes. With the growing presence of generative AI in academic settings, this research investigates how different motivational profiles may influence students' engagement with such tools, particularly when their use is discouraged. Volunteer participants completed a motivation questionnaire in the early weeks of the semester, and their writing samples were collected throughout the course. Writing development was evaluated using holistic rubric scoring (coherence, cohesion, grammatical accuracy, lexical variety, organization, task achievement) and linguistic feature analysis targeting syntactic and lexical complexity. Stylometric analysis was also employed to detect potential AI-generated content by tracking shifts in individual writing style, including changes in sentence structure, lexical density, and discourse marker usage. By the time of the presentation, full data analysis will have been completed. The session will present key findings, outline the research methodology, and explore pedagogical implications for promoting academic integrity and autonomy in EFL classrooms in an era of generative AI.

MOT 3

30-minute Paper

Reigniting the spark: Strategies for engaging Disinterested students.

Target Audience: Teachers of Adults

GANDIWA Shamiso

Igniting a passion for learning in students who seem disengaged is a challenge many educators face, but it's one that can be overcome by focusing on three key strategies: building strong relationships, increasing relevance, and fostering autonomy. The first step is to create a positive and inclusive classroom culture where students feel seen and valued. By taking the time to build a genuine rapport with each student, teachers establish a foundation of trust that encourages participation and risk-taking. Next, make learning relevant by connecting the subject matter to students' everyday lives and personal interests. When students see how a topic applies to their own experiences, the abstract becomes tangible and meaningful, sparking their curiosity. To give students a sense of ownership, offer them choices in their assignments and projects. This allows them to explore their interests and tailor their learning to what excites them most. Finally, provide consistent and encouraging feedback that focuses on their effort and progress rather than just the final outcome. This kind of positive reinforcement helps students build confidence and see the value in their hard work. By implementing these strategies, educators can help students rediscover their purpose and enthusiasm for learning.

MOT 4**30-minute Paper****Brain Based Educational Approaches: Improve Educational Outcomes by Understanding The Effect of Light on The Brain, on Sleep, and on Behavior.****Target Audience: Teachers of Young Learners****LEVY Lawrence**

Light from electronic devices has very negative effects on sleep, often resulting in reduced and poor quality sleep. Poor sleep and sleep deprivation have a significant effect on the brain and behavior. Sleep deprivation degrades the connection between the prefrontal cortex (executive decisions) and the amygdala (fear and emotions), making you more impulsive and prone to depression. Sound decision-making plummets. The symptoms of sleep deprivation and ADHD (Attention Deficit Hyperactivity Disorder) are strikingly similar. It has become quite common to misdiagnose sleep deprivation as ADHD and to begin medicating children and adults for what is actually the negative after-effects of excessive exposure to electronic light. This presentation will introduce and explain this poorly understood yet very common problem affecting our society, particularly with respect to education. As educators, we should understand this critical issue and educate our learners and parents about it.

MOT 5**30-minute Paper****Willingness to communicate in English as a foreign language: A Vietnamese student's perspective****Target Audience: Teachers of Adults****LE CONG Tuan**

This paper reports the results of a study investigating the levels and characteristics of willingness to communicate among Vietnamese EFL university students. The study involved 71 first-year to third-year students majoring in English Studies at a university in the Mekong Delta. Adopting a mixed-methods approach, besides a survey questionnaire, the study integrated semi-structured interviews with 10 students. The findings reveal a mildly above-average level of willingness to communicate among the students, with slight differences among various demographic groups, including gender and learning seniority. In addition, students' willingness to communicate was found to be constrained by personal factors such as social apprehension, lack of confidence, and limited language proficiency. The external facilitators, however, were found to include friendly teachers and peers, cooperative learning, and affordable tasks and activities. The study provides a helpful understanding and implications for teachers to tailor their instructions toward encouraging more communication in class, ensuring effective practice.

MOT 6**30-minute Workshop****Fostering Learner Autonomy: Strategies for Independent Learning****Target Audience: Teachers of Young Learners****EY Chhorvorlak and THAV Kimly**

Learner autonomy has been recognized as a central goal in language education, as it enables students to take ownership of their learning and continue developing beyond classroom instruction (Holec, 1981). Yet, many learners remain dependent on teachers and lack the skills, strategies, and confidence to study independently. This presentation will introduce effective strategies to foster autonomy, such as goal-setting, guided reflection, and scaffolded use of online tools that promote self-study and lifelong learning. We will highlight a variety of digital platforms, mobile apps, and interactive resources that allow learners to practice English, monitor and track their progress, and personalize their learning according to individual needs and interests. These practical ideas will help teachers create conditions where students become more proactive, confident, and self-directed. The session will be valuable for teachers, trainers, and educational researchers seeking effective ways to extend learning outside the classroom.

MOT 7**30-minute Workshop****Mental and energetic mastery during times of change****Target Audience: Teacher Trainers****WAHEED Zainab**

Change is a constant, but the way humans respond to uncertain times often shapes their capacity to flourish. Research shows that self-regulation is critical in adapting to change (Duckworth & Gross, 2014). Mental and energetic mastery equips individuals with practical tools to navigate these transitions with balance. Drawing on Hawkins' (2002) work on levels of consciousness and the role of energy in human performance, this presentation shares methods for fostering inner stability during external shifts. Participants will explore how regulating thoughts, emotions, and personal energy can reduce stress, increase focus, and create an atmosphere that welcomes growth. Techniques such as grounding, reframing, and energy alignment will be demonstrated to show how inner mastery impacts learning outcomes. The session focuses on application during times of rapid transition, offering strategies to stay centered and inspired in dynamic conditions. Participants will leave with practical techniques they can incorporate into their lessons as well as personal lives. This presentation is for education professionals seeking to boost their well-being and support others during transformative times.

MOT 8**30-minute Paper****Enhancing School Belonging for Language Learning****Target Audience: Teachers of Adults****FUKUDA Tetsuya**

School belonging is a psychological concept that has been widely discussed in educational psychology for decades, as evidenced by academic books that use the term in their titles. However, little research has been conducted in the fields of TESOL or applied linguistics. This study seeks to address this gap by employing structural equation modeling (SEM) to test the hypothesis that school belonging predicts improvement in English proficiency. To this end, data were collected through a questionnaire, along with the TOEFL ITP, which was administered twice during an academic year. Preliminary results indicate a small but significant influence of school belonging on gains in TOEFL scores. Other factors, such as motivation to study English, attendance rate, and participation in study abroad programs, were also incorporated into the model, and their relative weights were compared with that of school belonging. Language teachers and school administrators may find practical examples of how to enhance students' sense of school belonging from various contexts useful—for instance, organizing meet-ups with senior students or sending small gifts featuring the school logo.

Adolescence is a critical period of identity formation, a journey central to youth well-being. This, "Help ME To Be ME," explores topics vital to today's youth, including peer dynamics, digital identity, and purpose through creative expression and activism. Developing a coherent identity is foundational to a person's self-esteem, mental health, and the resilience needed to face life's challenges. Why Help ME to Be ME? The process of self-discovery is shaped by family, peer groups, and mentors. True growth isn't passive; it's achieved by actively cultivating self-awareness, critical thinking, and a growth mindset. The report provides an evidence-based guide for youth and supporting adults, detailing how to foster an authentic, confident, and resilient sense of self. The adolescent question, "Who am I?", is the most critical developmental task of this life stage. It's a period of intense self-discovery where young people construct a coherent sense of self, separate from childhood roles. This is a fundamental psychological process that lays the groundwork for a lifetime of well-being. A stable identity is directly linked to positive self-esteem, mental health, meaningful relationships, and the resilience to make sound life decisions. This report serves as a comprehensive roadmap for that journey.

A major challenge ESL educators face is designing interesting and interactive activities that promote both active engagement and meaningful learning. "Traditional education methods are not engaging for all students. Some students find traditional classrooms to be boring and repetitive. As a result, they tune out and become disengaged with their education" (High School of America, 2022). According to Sanako Blog (2024), integrating games into teaching is an effective way to support language learning and make it more enjoyable. This presentation introduces Game-based Learning, an effective approach that makes language learning more fun and dynamic through the use of interactive tools and platforms. A demonstration of a game-based activity will be provided and the possible challenges of incorporating games into the lessons will also be highlighted. This workshop is recommended for all teachers of young and adult learners.

MOT 17**30-minute Workshop****Project-based learning (PBL): correlation between projects and student motivation****Target Audience: Teachers of Young Learners****HEM Kesasomphors**

Despite the rising popularity of Project-based learning (PBL) among educators in the last decade (Condliffe, 2017), in some settings, project work has become a mere escape from classroom activities or a source of entertainment for students. Moreover, students often focus primarily on making their projects visually appealing, while giving minimal attention to the quality of content and language development (Alan & Stoller, 2005). However, project work is more than just a getaway from class work. Well-planned projects give the students opportunities and reasons to use their new language in meaningful ways (Gaer, 1998), develop 21st-century skills that will increase their success in the workplace and throughout their life in the future (Markham, 2011), and support student motivation and engagement in the classroom (Alan & Stoller, 2005). This presentation aims to highlight the characteristics of effective PBL, the potential benefits of well-designed projects, and some recommendations to make projects more engaging in this digital era. This presentation is recommended for English as a Foreign Language (EFL) teachers and materials writers who want to integrate PBL into their own curricula.

MOT 18**30-minute Workshop****Fostering a Generation of Readers in the Digital Era****Target Audience: Teachers of Young Learners****KUN Chankanitha and NEY Sovannka**

In this digital world, reading is getting increasingly challenging not only for young learners but also for teachers who strive to motivate them to embrace the habit. Young learners see reading as boring, affecting their comprehension and engagement. To address these issues, this presentation introduces graded readers as a fun and low-pressure activity. Learners will learn how to track their progress at their own pace and join a comprehension checking discussion once the class finishes each story. Switching the focus of reading from assessment to immersion can help learners become motivated to read and can build good reading habits, in turn improving their comprehension. The presentation offers solutions, resources, and suggestions tailored to various classroom settings and is recommended for teachers seeking to cultivate lifelong reading habits in their students.

MOT 19**30-minute Workshop****Fun Activities and Rewards: A Path to Motivating Young Learners****Target Audience: Teachers of Young Learners****HING Keopisey and NUN Sokuntheavy**

Fostering a desire to learn English among young learners is a significant yet challenging aspect of teaching (Shama, 2025). Additionally, traditional teaching methods may not always be effective for this age group. Research shows that young learners are more likely to stay motivated when lessons include varied, stimulating activities that combine enjoyment with clear learning goals. Therefore, this workshop will focus on ways to boost motivation and energize learners through engaging activities that incorporate rewards tailored to young learners' needs. Participants will also have the opportunity to gain hands-on experience with these activities which allow them to create a supportive and stimulating classroom environment that encourages curiosity and sustained interest. This session is particularly designed for new teachers and those looking for practical strategies to keep students enthusiastic and actively involved.

This study listed the factors that affect motivation among Indonesian English as Foreign Language (EFL) in-service teachers using the Maslow Hierarchy of Needs theory located at an urban secondary school in North Sumatera, Indonesia. Four Indonesian EFL in-service teachers had participated in this qualitative study, with interviews and observations used as primary methods in data collection. In this study, the researcher found that fulfillment of educational background, feelings of love towards children, passion for becoming teachers, family inspiration, and religious reasons were motivational factors for teachers. From these findings, it can be concluded that teachers were self-motivated (intrinsic) and were not influenced by external factors. However, factor that negatively affected the motivation of teachers was working environment, mainly at school (extrinsic) level. These factors include having a big group of students in a classroom and extracurricular activities which resulted in students being tired, which could cause teachers to lack enthusiasm. Therefore, teachers require professional development to address self-actualization needs to excel in their competence.

Teaching a class has been and will be a challenge for even experienced teachers because keeping the students motivated has always been a key objective in education, especially ESL classes. It is without a doubt that teachers would stick to the teaching methods they find comfortable with, namely traditional approaches. Although Traditional teaching has great potential, students may find it to be repetitive, causing them to lose interest and become less engaged in class. To address this issue, Gamification adds challenges, rewards, and progress tracking to make learning more motivating and engaging (Hamari, Koivisto, & Sarsa, 2014). In English teaching, gamification is a new way to make learning more fun and effective. It uses ideas from games to keep students motivated and interested in learning a language (Ostap, Ivan, 2024). It offers a variety of activities which enhances the learners' and teachers' classroom experience. Therefore, this presentation will introduce the role of gamification in teaching grammar and vocabulary, its characteristics, as well as challenges and suggestions associated with implementing this approach. This session is heavily recommended for all ESL educators, teacher trainers, and curriculum developers.

From the first session to the last, every moment of interaction in a language course offers opportunities to shape learner experiences and long-term engagement. In EFL contexts, anxiety, disconnection, or low confidence can quickly undermine motivation and persistence, sometimes leading to disengagement or dropout. Research shows that learners who feel supported, connected, and valued are more likely to stay engaged and succeed (Mercer, 2025; Waddington & Bonaparte, 2024). This session introduces practical, compassion-based strategies for integrating care and empathy throughout a course, with a focus on the unique needs of Gen Z and Gen Alpha learners. Participants will explore ways to foster trust, empathy, and belonging, implement reflective and progress-sharing practices, and apply motivation-building techniques to support sustained engagement. Participants will also reflect on how compassion-based principles can create inclusive learning environments that strengthen learner resilience, confidence, commitment, and well-being. By integrating these principles, teachers can design learning experiences that enhance engagement, support emotional and academic growth, and promote long-term retention. Participants will leave equipped with actionable strategies and conceptual insights to embed compassion into their teaching, fostering meaningful connections and sustained learner success.

Past studies have established the relationships between motivation, anxiety, teachers' support, and self-regulated learning (SRL) in English-as-a-foreign-language (EFL) learning through a variable-centered approach. The present study aims to address a gap in research employing a person-centered approach to examining how motivation and anxiety co-occur in collaborative learning. Through a latent profile analysis of 532 Hong Kong primary students, four distinct profiles emerged: Highly Motivated and Highly Anxious (HH), Motivated and Non-anxious (MN), Slightly Motivated and Slightly Anxious (SS), and Demotivated and Non-anxious (DN). Teachers' support, gender, and mother language significantly predicted profile memberships. While HH learners reported the highest use of self-regulated learning (SRL) strategies, both HH and MN groups achieved significantly higher EFL scores than the SS and DN groups. The findings highlight the complex interplay of affective factors and offer important implications for tailoring instructional support in collaborative EFL contexts.

The release of ChatGPT in November of 2022 has profoundly upended educational environments. Text generative AI tools, including Claude, Gemini, DeepSeek and Copilot have especially impacted second language reading and writing tasks to the degree to which some tertiary institutions have reverted to periodic pen and paper in-class testing situations with the aim of discerning an accurate measure of students' ESL/EAP reading and writing proficiency. Even though these AI tools' usefulness is evident, there is concern related to long term skill development (Acuyo Cespedes, 2025). The aim of this paper is to assess students' perceived self-efficacy as it relates to the consistent use of AI tools. It has been argued that increased AI use can lead to greater dependency as well as greater empowerment (Acuyo Cespedes, 2025). Bandura (1997) posits that a learner's perceived self-efficacy can influence level of performance, effortful input, and level of engagement. This paper investigates the relationship between learner self-efficacy, motivation, and AI use. University students in Saudi Arabia were surveyed to explore their perceptions of AI tool empowerment vs. dependency, and its impact on learner motivation. Student survey results and speculations for future research will be shared.

Context-Based Instruction (CBI) allows students to connect and explore real-world experiences to the lessons they learn in the classroom. Instead of focusing solely on language functions, CBI applies meaningful content and real-life practices in the English classroom, creating opportunities to engage and interact actively, without leaving students behind due to social differences. This qualitative phenomenological study focuses on advanced English learners' experiences and the challenges they experience while CBI is applied to make the classroom socially inclusive. The study aims to investigate students' perspectives on CBI practices and the barriers they experience when CBI is applied in their classroom. The study employs a qualitative-phenomenological method to explore and interpret the lived experiences of eight advanced English learners attending a general English course in Myanmar. The data were collected by semi-structured interviews supported by A-prior code and analysed using Colaizzi's phenomenological approach. The findings are summarised into students' common challenges in the CBI classroom, and the reasons for these obstacles were presented in the discussion. For future studies, the current study recommends focusing on the positive impacts of CBI and some alternative approaches to make CBI inclusive for different learners.

In today's tech-driven world, many teenage learners view English primarily as an exam subject rather than a tool for real-world communication. Traditional, test-oriented teaching methods often fail to resonate with this digital-native generation, leading to low motivation and limited engagement in the classroom. This growing disconnect highlights the urgent need for more relevant, student-centered approaches. This presentation explores the key challenges faced by English language learners and introduces practical strategies that integrate technology into everyday teaching. Drawing on task-based learning, gamification, and personalized content, the session will demonstrate how these methods can make learning more interactive, meaningful and aligned with students' interests and habits. By the end of the session, participants will gain actionable ideas for designing classroom activities that AI tools, classroom games and social media to enhance communicative competence and promote digital literacy - helping teenage learners reconnect with English in a dynamic and purposeful way.

Second language (L2) motivation is commonly regarded as being connected to a learner's attitude and desire towards accomplishing some objective and their willingness to invest effort and time, which has a significant effect on acquisition of the L2 (Richards and Schmidt, 2013). Despite the abundance of literature and research conducted in this particular field, learner motivation continues to pose a challenge for many EFL educators around the world and is often reported as one of the major obstacles in acquiring a target language in the ELT classroom (Kirkpatrick et al., 2024). In this short workshop, the presenters will briefly give a definition of motivation and then describe their own contexts in Japan and Hong Kong before inviting participants to assess their own teaching contexts, and how motivated they think their own students are. The presenters will then present the key findings from a study that aimed to investigate student motivation through the lens of teachers. After analyzing these results, participants will consider the relevance of these factors to their own context while also exchanging ideas and best practices with peers.

Motivation undeniably plays an essential part in language learning for L2 students, and it is one of the most important factors contributing to the success of language learning (Brewer & Burgess, 2005; Yuntao, 2019). While desire and will to learn, which is a mental ability, is strictly connected to motivation according to Andersson (2017), the lack of motivation in L2 classrooms can result in slow progress, low interest, decreased engagements and development of negative attitudes toward the language (Tariq, Hamza & Ullah, 2024). According to Deci and Ryan (1985), intrinsic motivation arises from learners' internal curiosity and enjoyment, while extrinsic motivation is shaped by external rewards and social pressures. Understanding such centrality can help teachers foster both in not only delivering content but also shaping classroom engagements and results (Reeve, 2002). Henceforth, this presentation will rigorously examine the teachers' primary roles in revitalizing intrinsic and extrinsic motivation in ESL classrooms, their impact on learner engagement, and practical classroom strategies that can empower ESL students. This presentation is recommended for all ESL educators, teacher trainers, and curriculum developers.

Teacher burnout has become a concerning issue in education, which is often characterized by emotional exhaustion, cynicism, and reduced professional accomplishment (Maslach & Leiter, 2021). Increasing workloads, high emotional demands, and insufficient support systems continue to intensify this problem, which leads to negative impacts on both teacher well-being and student learning experiences (Education Revolution Association, 2024). Burnout should not be viewed as an individual matter but rather as a systemic problem that threatens the sustainability of the entire education community. Therefore, addressing this issue is very important to ensure both teacher retention and quality education. This presentation will explore the causes, effects, and practical solutions to the burnout, and it is recommended to all teachers, school leaders, and policymakers who seek to promote teacher well-being and foster a sustainable teaching environment.

This in-person workshop, led by a teacher and trainer from Myanmar, explores practical strategies to engage learners and sustain motivation in the classroom. Participants experience the concepts of settlers and stirrers to regulate classroom energy and attention in meaningful ways. They experiment with multi-sensory techniques to address different learning styles and practice alternative answer-checking methods that involve the whole class. Through interactive exercises, practical demonstrations, and reflective discussions, teachers gain actionable tools to adapt strategies for different ages, levels, and learning needs. Drawing on over 12 years of teaching and teacher-training experience, the session equips educators with effective methods to create dynamic, inclusive, and enjoyable learning experiences. Participants leave with classroom-ready strategies that can be implemented immediately in both young learner and exam-focused contexts to maximize student engagement, motivation, and participation. Please double check

The study investigated how selected individual differences shape the language learning experiences of older adults studying English as a foreign language (EFL). A mixed-methods study with 111 beginner EFL learners (M=67.53 years) analyzed motivation, mindset, autonomy, and self-beliefs at the beginning and end of an online course. Quantitative analyses revealed strong interconnections of these factors, as well as their notable changes over time. Moreover, variation within the group highlighted in particular the persistence of fixed mindsets among the oldest participants. To complement the survey data, interviews were conducted with 21 learners (M = 66.9 years), to explore contextual influences using Ecological Systems Theory. Learners reported that structured teaching and engaging materials enhanced motivation and self-efficacy, while negative past experiences reinforced self-doubt. The social value of English also emerged as an indirect motivational factor. These findings emphasize the need for instructional strategies that enhance autonomy, strengthen positive self-beliefs, and cater to the diverse experiences and challenges faced by older adult learners. By fostering a positive self-concept and providing opportunities for meaningful engagement, language learning can contribute significantly to the mental and emotional health of older adults, enhancing their sense of agency and self-worth.

In today's rapidly changing educational landscape, teachers face constant demands to adapt to new methodologies, meet diverse student needs, and balance the responsibilities of personal life. This continuous cycle of adjustment, while essential to effective teaching, often contributes to burnout, a state of physical, emotional, and mental exhaustion that diminishes both professional performance and overall well-being. This presentation examines practical strategies to prevent and overcome burnout by focusing on sustainable teaching practices and personal resilience. Central to this approach is the importance of self-care, which allows educators to remain energized and engaged. Key strategies include cultivating mindfulness to manage stress, setting realistic boundaries to protect personal time, collaborating with colleagues to share challenges and solutions, and embracing flexibility as a strength rather than striving for unattainable perfection. By reframing challenges as opportunities for growth and incorporating intentional, restorative habits into daily routines, teachers can sustain motivation and rediscover passion for their profession. The ultimate goal is to highlight that self-care is not separate from teaching. It is a vital part of inspiring students and fostering a thriving classroom environment. Educators who care for themselves are better equipped to support and uplift others.

This study examines how gestures affect four Japanese EFL learners' Willingness to Communicate (WTC), highlighting the importance of nonverbal communication in EFL courses. It focuses on how the situational WTC and the gestures made by students and an interlocutor interact throughout language learning activities. Participants interacted with the researcher in interactive sessions, ranging from low-intermediate to advanced speakers. Every utterance produced by the participants and the researcher was recorded, transcribed, and examined to assess differences in WTC. Qualitative data was also obtained via a stimulated recall interview that was conducted after the activities and the participants' self-ratings of WTC for each utterance. In order to investigate the dynamic relationship between gestural communication and WTC and to show how these interactions impact language learning and instruction, the study used qualitative and quantitative approaches. Qualitative and quantitative studies revealed that the WTC of Japanese EFL speakers fluctuated during their discussions, demonstrating variable degrees of interaction and linkage with gestures dependent on their aspects and roles. It is suggested that learners' use of gestures should be encouraged, and teachers' use of gestures should be advised, as it can facilitate learners' comprehension, thereby increasing their WTC.

Gamification is a fun and highly effective way to boost motivation, engagement, and participation in the classroom. In the poster presentation "Gamification Made Simple: Fun Activities to Boost Student Motivation," the participants will discover practical, easy-to-implement strategies that can be integrated into lessons with minimal preparation and technology. These activities are designed to make learning more interactive, enjoyable, and memorable for students. The session will also demonstrate how to adapt these strategies to meet the needs of diverse learners and different classroom settings, ensuring that every student can benefit. By the end of the presentation, the participants will leave with a set of ready-to-use, creative ideas that not only make lessons more engaging but also build students' confidence, foster collaboration, and bring positive energy and enthusiasm into the learning environment.

This workshop will benefit ELT professionals who seek to motivate their students to learn more successfully by accessing their learning materials more frequently. This workshop will look at specific methods Duolingo's highly successful language-learning platform uses to motivate 34 million daily active learners around the world to work on their language skills each day through creating a strong learning habit made appealing through aspects of gamification. The workshop participants will share their experiences of motivating learners as they explore ways of using Duolingo's motivational tools in their own classrooms to enhance their own students' learning. Help your students to become more successful language learners as they gain enjoyment of the language learning experience alongside their community of learners. No prior experience of learning a language through Duolingo's language-learning platform is required.

There has been significant interest in using fun activities to enhance the teaching and learning of English. Since the COVID-19 pandemic, schools, teachers, and students have faced challenges in adapting to different modes of learning and teaching. Nowadays, students are expecting new ways of learning that include fun, interesting and interactive activities. Teachers are trying to fulfil that expectation by introducing games and activities that can boost students' interest in learning English. An analysis of related research finds that games and interactive activities when integrated with technology can be more effectively used in ELT classes to deliver better outcomes, including enhanced motivation, active engagement, and willing participation of learners" (Govindarajan, 2020, p). In this session, we will explore the various activities both online and offline. Specifically, we will include a demonstration using one of the icebreaking activities, which teachers can use in their warm up and productive stages to make it fun, challenging and meaningful.

XIII. Professional Development (PD)

This workshop explores creative strategies and engaging activities to teach content vocabulary and target language to Very Young Learners (VYLs) and Primary students through the balanced use of stirrers and settlers activities. Participants will discover practical ways to design and adapt both receptive and productive activities that make vocabulary learning memorable, enjoyable, and meaningful. The session highlights how to combine fun with clear learning objectives, ensuring each activity not only captures attention but also supports lasting language acquisition. Participant will experience a variety of activity-sharing techniques and interactive demonstrations designed to keep learners motivated and actively involved. By the end of the workshop, participants will leave with a versatile collection of strategies and activities that can be tailored to different lesson stages, learner needs, and classroom dynamics empowering teachers to bring vocabulary to life in the young learner classroom.

Catalyzing Agency: Empowering Students to Take the Reins in Language LearningBackground/Purpose: In today's language learning landscape, empowering students to take ownership of their learning journey is crucial for success. This presentation explores the concept of catalyzing agency in language learners, enabling them to become more autonomous, self-directed, and motivated individuals. As Benjamin Franklin said, "Tell me and I forget, teach me and I may remember, involve me and I learn."Methods: Through a combination of theoretical frameworks, practical examples, and real-life case studies, this presentation will demonstrate how teachers can adopt facilitative approaches to foster student agency. Participants will learn strategies to create learner-centered environments that encourage exploration, creativity, and critical thinking.Results: By shifting the focus from teacher-centered to student-centered learning, educators can unlock the full potential of their students. This approach not only enhances language proficiency but also develops essential life skills, such as problem-solving, collaboration, and self-directed learning.Conclusion: By catalyzing agency in language learners, teachers can create a more inclusive, effective, and sustainable learning environment. This presentation aims to inspire educators to rethink their roles and adopt innovative approaches to empower students, ultimately transforming the future of English language teaching.

Observation is a powerful tool for assessing and monitoring teacher's progress. Observation can provide a positive critical framework for assessing teachers' practices to develop strengths (Leeman, 2008). When observing the teaching process, the observer sits in on one or more class sessions, records the teacher's performance and student actions, and then meets with the teacher to discuss the observations. Although classroom observation is seen an indispensable component of each language institute's educational program, it is not well received by teachers in general (Akbari, et.al., 2006). Because it is viewed as judgment or evaluation rather than professional development. The purpose of the observation in Uzbekistani' context is focused on assessing teacher's performance rather than helping them to develop teaching progress.The purpose of this presentation is to provide a set of guidelines for effective observation practice as a professional development tool that empowers teachers.

This abstract delves into the critical intersection of language acquisition, neurodiversity, and advanced technology within the context of teaching English Language Learners with Autism Spectrum Disorder in the digital era. With the rapid integration of digital tools in education, this paper specifically explores the transformative potential of Artificial Intelligence in creating more personalized and effective learning environments for this unique student population. It addresses the inherent challenges faced by educators in supporting ELLs with ASD, including navigating linguistic complexities, communication difficulties, and sensory sensitivities. The abstract highlights how AI technologies—such as natural language processing, adaptive learning platforms, and predictive analytics—can be cultivated to address these challenges, offering tailored support for vocabulary acquisition, grammatical structures, social communication, and academic engagement. It examines the pedagogical implications of integrating AI to provide individualized feedback, generate customized learning materials, and foster more inclusive educational experiences. Furthermore, this abstract emphasizes the need for thoughtful implementation of AI, considering ethical implications, data privacy, and the importance of maintaining human-centered approaches in the educational process, thereby charting a course for future research and practice in this evolving field.

An effective lesson aim is crucial for successful teaching, as it helps both teachers and students focus on clear learning goals (Scrivener, 2011). It outlines what students should accomplish by the end of the lesson and guides teachers in planning activities and assessments (Harmer, 2015). Without a clear aim, lessons can become unfocused, making it harder for students to engage and make progress (Richards & Farrell, 2005). This workshop will start by explaining what a lesson aim is and why it's important in lesson planning. It will then clarify the differences between lesson aims, objectives, and sub-aims, and explore the key features of a strong lesson aim using the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) approach. Finally, participants will have the chance to practice writing clear and effective lesson aims for their own lessons. The session will be interactive, allowing participants to share ideas and experiences with each other. This workshop is especially recommended for English teachers, particularly those who are new to teaching and want to improve their lesson planning skills.

Giving clear and effective instructions is essential for successful teaching. It helps students understand their tasks, stay focused, and achieve their learning goals. However, one problem of giving instructions in the classroom is that students may not always understand what the teacher expects them to do. According to Scrivener (2011), unclear or complicated instructions often confuse learners and cause them to waste time asking questions instead of completing the task. This workshop is designed to provide educators with practical strategies for delivering clear and flexible instructions that suit young learners. The session will focus on how tone, body language, and other non-verbal skills can make instructions easier to follow and help create a positive learning environment. Participants will also discuss common challenges in giving instructions, share their experiences, and explore ways to build more effective teaching strategies. This presentation is highly recommended for new educators.

Assessment practices must demonstrate validity and reliability to uphold academic standards, but many quality control processes are 'theatre' rather than true safeguards of rigour (Bloxham, 2009). Policy panic around students using generative AI risks exacerbating the issue, with strict control of students and increased use of 'gold standard' traditional tasks like in-person exams or vivas being overly-focused on catching students cheating rather than assessing and supporting learning. The challenge to 'embrace the subjectivity of judgement' (Clegg and Bryan, 2006) is even more acute in professional doctorates, where status anxiety compared with a 'traditional PhD' can lead to over-assessment (Carver, 2024). This study therefore used think aloud protocol during viva examiner training to look at how TESOL practitioner work submitted as part of a professional doctorate was assessed, analysed through the conceptual framework of mental models (Ecclestone, 2021). Social moderation was used to generate an assessment rubric (Carver, 2025) to scaffold discussion of how students using generative AI should be assessed. Early results suggest a need to integrate assessment decisions with a robust framework of AI ethics (Matthews, 2025), revealing substantial challenges in how we assess doctoral students whose professional doctorates require blurring of university and workplace norms.

This study explores how teacher agency functions as a catalyst for professional development, resilience, and pedagogical transformation in English language teaching. The research had the participation of 60 English language teachers who are pursuing an MA program in TESOL at two different universities in Vietnam, one located in the big city and the other in a local province. Data were collected from surveys and semi-structured interviews with 6 participants. Findings indicated that teachers enacted their agency at different levels. Their agency enactment could be seen through their setting clear learning goals, engaging actively in the program, and overcoming challenges facing them in their professional journey. Teacher agency helped them achieve success in their program and especially fostered them to apply their knowledge and skills acquired from the program into their teaching practices. Teachers reported innovations in teaching and assessment methods, enhancements in their understanding of language teaching theories, and their application of action research to improve their teaching effectiveness. The study emphasized the important role of teacher agency in sharpening professional growth and pedagogical change, with implications for designing programs that empower teachers as innovators in their teaching profession.

The digital era presents unprecedented opportunities and challenges for English Language Teaching (ELT), demanding a re-evaluation of the modern teaching professional. This presentation argues that robust professionalism is the cornerstone for effectively navigating this new landscape, empowering teachers and transforming learners. Moving beyond a static view of qualifications, 21st-century professionalism is a dynamic, ongoing process grounded in a deep knowledge base, sophisticated pedagogical skills, and a firm ethical commitment. While technological literacy is a core competency, the digital age paradoxically elevates the importance of the uniquely human dimension of teaching. As AI automates routine tasks, the professional's role evolves. Drawing on a comprehensive framework of ELT professionalism, this session explores how socio-affective skills—such as empathy, cultural mediation, and emotional intelligence—become paramount. The teacher is no longer merely a transmitter of knowledge, but an architect of learning environments, an intercultural guide, and a motivator. By embracing this holistic and adaptive identity, ELT professionals can harness technology not as a replacement, but as a tool to foster the critical thinking, creativity, and human connection essential for transforming learners in the digital age.

Teaching career requires the continuous process of constructing new body of knowledge, insight, and competencies in the field to improve teachers' practices and career advancement (Coursera, 2024). In the case of the Cambodia, especially in the new policy of teaching career pathway - outstanding, distinguished, and lead teachers (MoEYS, 2019; UNESCO, 2025) -, continuous professional development (CPD), including formal trainings, workshops, local and internal conferences, like CamTESOL conferences, symposium, and the like, assists language teachers to stay connected in the field, adapt to unprecedented transformations, and accomplish their professional and personal goals. In this workshop, teacher trainers, experienced teachers, and particularly novice teachers have been given the opportunities to showcase their past teaching experiences through the intriguing cases proposed by the presenters, which they have never realized that their actual hands-on practices or performances have been extremely essential for concern personnel to learn from and which they can find nowhere, except in this (upcoming) CamTESOL 2026. In short, as a workshop presenter, personally this year CamTESOL title "Shaping the Future of ELT: Innovation, Collaboration, and Transformation" will surely meet this theme relevant educators and researchers aspire for.

Being a teacher is both a fulfilling and draining job as there are times when you get to witness your students' accomplishment while there are moments in your life when exhaustion and demotivation kick in especially when you serve in this field for quite big while. According to Doan et al. (2024), teacher well-being is a growing concern that affects not only educators but also the quality of education itself, which in the long run, will adversely affect the development of human resources. Addressing this issue is crucial, as understanding its causes and recognizing the symptoms can lead to effective strategies that support teachers, who play a vital role in shaping the world's future leaders. This session aims to point out the reasons behind this issue, identify the warning symptoms and provide some practical strategies to cope with the problem. All teachers regardless of their gender and background are warmly welcome to take part in this session.

This presentation explores the impact of the 2013 Japanese Labour Contract Act amendment on teacher professional identity among non-tenured EFL teachers in higher education. The amendment allowed workers to seek permanent status after five or ten years in the same role, intending to boost job security, though this has arguably not fully materialised for most teachers. Using data from interviews with eight participants, the study found that participants primarily identified themselves as teachers or in related roles such as motivators or facilitators. While some participants had sub-identities, not all did, and these were not consistent among them. The role of a teacher in the classroom was considered the same regardless of employment status. The presentation will also detail how the participants expressed more negative than positive effects of limited-term contracts. Concerns were raised about the lack of contract renewal options and the potential loss of experienced and dedicated teachers. In summary, this presentation offers insights into teachers' perceptions of themselves and the challenges associated with limited-term contracts in higher education in Japan. These findings have relevance for educational institutions, managers of English departments, and, in the broader scheme of things, the politicians who draft regulations governing employment.

The rapid and ubiquitous integration of technology in English language education has introduced a new set of challenges, including digital fatigue and information overload. While existing research has extensively documented the impact of digital strain on student learning, the academic literature concerning the experiences of educators is comparatively scarce. This paper presents a systematic literature review that synthesises and critically analyses scholarly work on how these phenomena uniquely affect English language teachers, showing that information overload can be a significant source of professional technostress and burnout. The review focuses on institutional factors, such as a lack of targeted professional development and the sometimes overwhelming demand of managing multiple, unintegrated digital platforms. The conclusion provides a framework of evidence-based interventions, proposing some key institutional policy changes for schools. This research offers valuable, data-driven insights to help educators and policymakers create a more sustainable and supportive digital working environment.

Early-career teachers face classrooms that are increasingly diverse, complex, and demanding, as mixed CEFR levels, varied learning preferences, and neurodiverse learners can prolong preparation time and erode teaching confidence. Research indicates that teacher self-efficacy is the strongest safeguard against burnout, accounting for more than 80% of variation in teacher stress levels, and strengthening this aspect is therefore essential if new professionals are to flourish rather than leave the profession. This workshop offers a practical, research-informed pathway for educators to develop self-efficacy through practical and streamlined strategies that include all learners. Participants will explore Universal Design for Learning (UDL) principles as a basis for inclusive lesson planning, alongside approaches to needs analysis, grouping, and task variation that are workable in real classrooms. The session will also demonstrate EdTech that complements and streamlines the teaching process, including Education Co-Pilot for AI-supported needs analyses and grouping, Tweek for differentiated task and materials design, Padlet for learner collaboration, and Classkick for real-time monitoring. Participants will leave with workshop with knowledge of best practices to reduce workload, build professional confidence, and support the creation of classrooms that are equitable, engaging, and effective for all learners.

Many educators feel limited by their digital tools, often wishing they could do more. This presentation serves as your first step toward creating your very own customised solutions, revealing a simple way to add new features to Google Sheets and demonstrating that the process is far less intimidating than many believe. To directly address the initial fear of coding, the session will construct a practical classroom tool from the ground up. This demonstration is a starting point, showing the amazing potential that can be unlocked with just a few lines of code. The ultimate goal is to empower you to go out into the world and create tools that perfectly fit your teaching needs. All participants will leave with a completed prototype and a renewed confidence to attempt increasingly complex techniques.

Local and non-local ESL teachers alike start careers, get caught up in them, stay, go somewhere else or leave. England's (2020) career-stage model and Huberman's (1993) observation of how teachers stabilize (or not) in their professional careers, inform this retrospective consideration of a decades-long career in TESOL. Varying roles, from information officer to corporate teacher to high school teacher to ELICOS to university instructor to professorial researcher to migrant English and aid-project LLN instructor, from London SW1A to Japan, Australia, Tonga, to ACE teacher in Phnom Penh. In these changes, the same intrinsic and extrinsic motivations for learning English - for its own sake or ultimately as a means to an end - both have impacted on the presenter to stabilize, de- and re-stabilize work, career and attitudes to it. Instances are recounted from these perspectives: English as phenomenon and learning-goal; Informed practice; teacher as protagonist and antagonist. Finally three motivational fundamentals are laid out, regarding the nature of what (the English?) we teach: what our students really are, and why going beyond TESOL is a good idea. These facets are of crucial interest to educators entering and already engaged in the TESOL and other education worlds.

Whilst there is a significant amount of extensive research into formal professional learning activities (PLAs), interest-driven non-formal PLAs still remain an underexplored critical avenue in the body of literature. To fill in this lacuna, integrating the Affinity Space Theory with the Narrative Inquiry Method, this qualitative study explored how Vietnamese EFL teachers engaged in learning interest-driven non-formal movie-based EFL courses and how these courses shaped their professional teaching identity. Online individual-based semi-structured interviews were conducted in a conversational manner around 90 minutes with five teachers teaching in different regions within Vietnam. The six-step reflexive thematic analysis revealed nuanced factors highly influencing teachers' pursuits of these courses, their self-regulated learning experiences and multidimensional engagement during the courses, their challenges and tensions in teaching movie-based lessons after these courses, and how engaging with movie materials connected their personal interests with professional needs to (re)construct professional teaching identity. Some practical strategies were applied to establish the trustworthiness in doing this qualitative study. This study highlights the core values of movie-based pedagogical instructions by underscoring nuances of such courses. Its findings suggest pedagogical implications for teachers, learning activities for students, and future directions for researchers.

The concept of the Emotional Bank Account (EBA), introduced by Stephen R. Covey, serves as a metaphor for the trust and relational capital built between individuals through consistent positive interactions. This study explores the role of EBA in fostering effective communication, collaboration, and conflict resolution in educational and organizational contexts. Through a mixed-methods approach, quantitative surveys measured the perceived “balance” of emotional accounts among participants, while qualitative interviews investigated the nature of “deposits” (e.g., acts of kindness, reliability, respect) and “withdrawals” (e.g., breaches of trust, disrespect, neglect). Findings reveal that high EBA balances strongly correlate with improved interpersonal trust, increased willingness to engage in collaborative problem-solving, and resilience in relationships during periods of conflict. Conversely, low balances are associated with defensive communication patterns, decreased engagement, and diminished cooperation. The study highlights the EBA as a practical framework for relationship management and leadership development, with implications for improving workplace culture, teacher-student relationships, and team dynamics. Recommendations are made for intentional EBA-building strategies, including consistent follow-through on commitments, empathetic listening, and recognition of contributions.

Effective classroom management is essential for creating positive and productive learning environments. This workshop introduces practical strategies that help teachers set clear expectations, establish routines, and use positive reinforcement to encourage desired behaviors. Participants also explore ways to manage disruptive behavior, strengthen teacher–student relationships, and organize classroom spaces to support learning. The session highlights how student engagement improves when rules are clear, routines are consistent, and reinforcement is meaningful. Supporting strategies, such as building positive relationships and communicating with parents, are shared as extensions to strengthen classroom management. Through interactive discussion and real classroom examples, participants reflect on challenges and explore practical solutions. By the end of the session, teachers will take away a toolkit of adaptable techniques they can immediately apply to enhance classroom climate and create conditions where teaching and learning thrive.

Having strong rapport between students and teachers is an essential yet often underemphasized component of successful teaching and learning environments. This presentation, from Teacher to Mentor: Strengthening Student Rapport, explores the key areas of student rapport, examining its impact on students' academic performance, motivation, and overall learning outcomes. In addition to this, it also explores how positive relationships can transform the classroom experience and promote deeper learning. When shifting the teacher's role from instructor to mentor, we can create an environment of trust, respect and motivation where students dare to ask questions and share problems that they encounter. This session will highlight practical strategies for strengthening rapport and the outcome of having good rapport between teachers and students. Attendees will leave the session with doable techniques to integrate into their own practice.

PD 33**30-minute Poster Session****Teachers' Reflections and Students' Voices: Rethinking Language Teacher Effectiveness****Target Audience: Teachers of Adults****NGEL Kimcheng**

Many teachers have probably reflected on what makes an educator good or effective, and more specifically, what defines an effective language teacher. This poster session adopts an interactive format, inviting participants to share their views on teacher effectiveness through a digital survey. Attendees will then have the opportunity to compare their perspectives with findings from previous studies that captured students' perceptions of effective language teaching across several Asian countries. This topic is significant for multiple stakeholders in the field of language teaching. For teachers, understanding how students value particular qualities and practices can foster meaningful self-reflection and guide professional growth. For teacher trainers, program developers, and institutional leaders, these insights provide an evidence-based foundation for improving teacher education programs and refining recruitment or evaluation practices. By contrasting teachers' self-perceptions with learners' expectations, the session highlights potential gaps and areas for alignment. Ultimately, this exploration contributes to a deeper understanding of language teaching effectiveness and its implications for sustaining high-quality English language education.

PD 34**30-minute Poster Session****Empowering Teachers to Implement Transformative Learning in ELT Classrooms through the Practice of "Lesson Study"****Target Audience: Teacher Trainers****GRAHAM Sharon**

Lesson Study is a form of research-based professional development incorporating many key aspects of collaboration that can lead to transformative teaching and learning. It involves a cyclical process in which a group of teachers works together to plan, discuss, observe, and refine a lesson. Although peer observation is involved, the Lesson Study process focuses on the lesson itself, not on individual teachers' performances. The poster presentation will provide a rationale for using Lesson Study as part of a dynamic collaborative environment that encourages ongoing teacher development. It will also describe the different stages of a typical Lesson Study cycle and elaborate on a professional development module planned for implementation within a cross-border undergraduate program in China. Those who engage with this poster should leave with a clearer understanding of the practice of Lesson Study as well as practical steps for including it as part of an empowering form of professional development in their own contexts.

PD 37**30-minute Workshop****How to Do Well in Teaching Observations: Practical Guides on Classroom Management and Instruction from a Teacher Observer's Perspective****Target Audience: Teachers of Adults****TANG Chikheang and ENG Soklim**

Teaching observation is often a source of stress for our fellow teachers, who may feel judged rather than supported. Nonetheless, with the right preparation and mindset, observation can become an opportunity for growth. This workshop aims to provide teacher with clear, practical guides by focusing on two key areas which are classroom management and instruction. Drawing from our experience as teacher observers, we will share common strengths and issues observed in classrooms. Our workshop will cover strategies that teachers can use to create a positive learning environment and deliver effective lessons. Participants will engage in reflective activities and real case examples that underline what observers look for and how teachers can demonstrate their skills confidently. By the end of the session, participants will gain a practical checklist and strategies that help them not only do well in teaching observations, but also improve their overall classroom practice which leads to better student learning outcomes.

Action research is considered an effective tool for ESL/EFL professional development (PD). ESL/EFL teachers are advised to use it as an alternative in-service PD strategy in many resource-constrained contexts where teacher training is inadequate. It is assumed that teachers will continue to engage in it after completing an expert-driven cycle of action research. However, this claim has not been adequately investigated. The current multiple case study addresses this gap. It investigates how five ESL teachers in India engage in action research after spending a year conducting it as part of a sponsored teacher PD programme. It also traces the factors that impact the sustainability of their engagement in action research. Reflective diaries, interviews, and an e-portfolio are used for collecting data. It is found that most teachers struggle to conduct action research on their own. Lack of institutional support, absence of any external reward and failure to trace its impact on student learning shape the sustainability of action research. These findings have implications for teacher education policy-making.

One of the surest ways to get students to use their new language is by building a sense of community in the classroom. Students who feel that they are part of a classroom community want to talk to each other, to talk about themselves and their lives, and in turn to learn more about their classmates. The resulting communication not only helps a class run more smoothly, but it also increases the students' commitment to learning the new language and to forming relationships in it. Furthermore, because the focus of their communication is on what they want to say and not on how they say it, students feel more at ease speaking their new language and are consequently more willing to take the risks involved in using a second language. In this section, the participants will get a great chance to learn strategies and techniques they can use to foster a sense of community in their classes.

This study aims to develop an effective training program for Japanese elementary school English subject teachers. Regular training sessions were conducted both online and offline, with feedback collected from participants as well as data on changes in their professional knowledge and skills. Since usually only one English teacher is assigned per school—often serving multiple schools—it is difficult to hold training exclusively in face-to-face formats. Thus, a blended approach with a substantial online component is both realistic and preferred by participants. Prior surveys showed that lesson study is particularly effective in deepening teachers' understanding of English teaching and that teachers wish to engage in such collaborative research. However, because in-person lesson study across different schools is often impractical, this project focused on online lesson study. Lesson videos were uploaded to an online platform, where participants watched, commented, and later joined online discussions. These discussions and comments were recorded and analyzed against competency standards for English teachers. Findings revealed that online lesson study allows discussion of nearly all required competencies, that mixing experienced and less-experienced teachers enriches the quality, and that further refinement is needed to maximize its effectiveness.

Slide presentations are a central tool in higher education and professional training, yet many remain text-heavy and serve more as lecture scripts than pedagogical aids. Such designs often increase cognitive overload and reduce learner engagement. This presentation, *From Text-Heavy to Student-Friendly: Designing Slides that Teach, Not Just Show*, examines how effective slide design can enhance teaching and learning by aligning with principles of instructional design, cognitive load theory, and multimedia learning. The session will illustrate strategies for reducing unnecessary text, integrating visuals that support rather than distract, and structuring content to promote clarity and retention. Practical examples of slide redesigns will demonstrate how minimalism, visual hierarchy, and learner-centered layouts can transform information delivery into active learning support. Participants will gain evidence-based guidelines and adaptable techniques for creating slides that function as teaching tools rather than passive displays. Ultimately, the presentation argues that intentional slide design not only improves comprehension but also fosters more interactive and student-centered learning environments.

Much of what makes a lesson successful cannot be fully scripted or planned—it lies in the teacher's ability to read the room and respond in the moment. This is what we call teacher's intuition: the capacity to sense when learners are engaged, when they are struggling, and when a shift in approach is needed. Far from being a mysterious gift, intuition is a professional skill that can be cultivated and refined. This talk explores how teachers can recognize, trust, and strengthen their intuitive decision-making. Drawing on classroom practice and reflective strategies, I will highlight three key areas: noticing subtle learner cues, trusting professional instincts to adapt instruction, and developing reflective habits that make intuition more reliable. Participants will also be invited to consider their own intuitive practices and how these can be sharpened through deliberate awareness and reflection. By the end of the session, teachers will gain a clearer understanding of intuition as a teachable, practical skill—one that empowers us to make classrooms more responsive, engaging, and humane.

The United Nations has recognized education as a crucial driver for the Sustainable Development Goals (SDGs), leading to the development of Education for Sustainable Development (ESD). However, implementing ESD in the classroom remains challenging, often due to a lack of teacher familiarity with SDG concepts and their complexity (Borg et al., 2012; Hamwy et al., 2023). Additionally, with the rise of educational technology, the challenges for teachers have grown even greater, as they must now prepare learners for a sustainable future using digital tools. This workshop takes on that very challenge. Designed for EFL teachers, it explores how digital tools and resources can empower educators to integrate Education for Sustainable Development (ESD) into language teaching and materials. Moving beyond theory, the session offers practical strategies for using digital media and educational technologies to teach the core language skills—reading, writing, listening, and speaking—through the lens of sustainability. By the end of this session, participants will leave with a clearer understanding of ESD and a digital toolkit of actionable ideas to transform their learners into global and active citizens.

The psychology of language teachers is a burgeoning area of inquiry but risks underappreciating issues of neurodiversity. One example is how having ADHD can play a significant role in shaping teachers' behavior as well as their personal identities and therefore also teacher identities. Despite the potential effects and perhaps because of a focus ADHD's effect on students, there is still a vast gap in the literature regarding ADHD among teachers. In this presentation I'll describe a duoethnography done with a colleague in which we dialogically examined our personal and professional beliefs, histories, and the effects of ADHD on both our classroom practices and our careers. We'll explore critical incidents, compare and contrast personal narratives, and session participants will be invited to reflect upon and share their own experiences and perspectives on issues raised.

This concise study was mainly about the perceptions of teachers toward continuing professional development (CPD). A qualitative method was employed to gather participants' information and ideas. Two main questions and several sub-questions were designed to interview the respondents to address the research issue. Findings suggested that continuing professional development (CPD) is essential for teachers and school leaders to develop their mindsets and growth; moreover, most respondents agreed that CPD is crucial for self-development. However, one respondent felt that the school lacked teacher training. This can be notified that school leaders shall create more CPD activities for improving their colleagues. Moreover, without continuing professional development (CPD), teachers and staff will not become well-educated and knowledgeable human resources. Hence, lifelong Learning is a must for oneself to be promoted or to a successful life journey. Last but not least, this study implied that school leaders' and teachers' perceptions were slightly different regarding CPD. Further study shall focus on teachers' satisfaction regarding continuing professional development (CPD).

This study investigates the intricate relationships between teacher educators' research competencies, supervision styles, and the research competencies of student teachers at Battambang Teacher Education College (BTEC) and Phnom Penh Teacher Education College (PTEC) in Cambodia. Recognizing teacher educators' critical role in shaping the next generation of educators, this research addresses a notable gap in empirical studies concerning these dynamics within the Cambodian context. Utilizing a mixed-methods approach, the study combines quantitative surveys and qualitative interviews to comprehensively assess how teacher educators' competencies and supervision styles influence student teachers' research skills and outputs. By exploring these relationships, the research seeks to provide valuable insights into effective mentorship practices that can enhance student teachers' research capabilities. The findings aim to inform educational policies and practices, leading to improvements in teacher education programs. Ultimately, this study aspires to elevate the quality of teacher training in Cambodia, fostering a more competent teaching workforce that is well-equipped to meet the evolving demands of the education sector and contribute positively to the country's educational reforms.

Effective classroom management is an essential skill for teaching career. As a teacher, managing students well is important for teaching and learning atmosphere. This can make students recognize their class as a very comfortable home. Classroom management involves getting to know each individual's strengths and weaknesses, while also working out their interests and ambitions. This will help to build trust, and not only benefits their academic learning but can also positively influence their personal development as well. Classroom management is a critical skill and knowing exactly how it works can help to ensure success of teaching and learning. In this presentation, we will discuss on what classroom management is, why we need effective classroom management, different strategies, and some recommendations for teaching and learning styles in classroom. Classroom management consist of a variety of skills and techniques that teachers can use to create a high-performing learning environment. At the center of, it aims to ensure classes run smoothly, disruptive behavior from students is kept to a minimum, and teaching smaterials and activities promote learning.

In the Anthropocene era, ESL education must evolve to address the intertwined challenges of human and ecological well-being. India's National Education Policy (NEP) 2020 envisions teachers as autonomous professionals who foster critical thinking, ethical reasoning, and ecological awareness. In ESL classrooms, this vision translates into helping students learn language as they learn life—using language to build agency and social consciousness. This study introduces the concept of excessive teacher entitlement to examine why ESL teachers often resist pedagogical change. Defined as a lack of awareness of students' perspectives, this entitlement leads to deficit-based assumptions and rigid curricular control, limiting student engagement and growth. Grounded in Vygotsky-inspired Cultural-Historical Activity Theory (CHAT), the study engages six rural ESL teachers in a formative intervention designed to provoke reflection and renew practice. Through collaborative sessions and the CHAT method of "double stimulation," the research traces how teachers navigate contradictions within their teaching systems. Findings reveal a shift from authoritative, mimetic approaches to dialogic, student-centered practices. Teacher development emerges not by discarding prior beliefs, but by reworking them through imaginative play and shared cultural experience. This lens offers a transformative pathway for ESL teacher growth aligned with ecological and social imperatives.

Renewing ESL teaching and teacher education demands both innovative thinking and critical reflection on overlooked dynamics within the profession. This workshop introduces the concept of excessive teacher entitlement as a lens to examine resistance to change—especially in meeting the diverse needs of ESL learners. Excessive entitlement refers to the gap between educators' self-perceptions and their actual professional behaviors. When unchecked, it can lead to arrogance, unrealistic expectations, and a reluctance to adapt. Drawing on international research (Ratnam & Craig, 2021, 2024; Ratnam et al., 2019), the session explores how entitlement manifests: lack of self-awareness, rigid adherence to inherited practices, resistance to student worldviews, externalizing blame, professional jealousy, and competitiveness that hinder collaboration and learning. Rather than critiquing teachers, this workshop engages participants through reflective scenarios and provocative questions. Attendees will explore their roles as both contributors to and victims of entitlement, and consider its impact on ESL teaching and learning. The goal is to raise awareness and collaboratively develop strategies to reduce excessive entitlement and foster inclusive, growth-oriented environments where educators and ESL students can thrive.

Equipping students with 21st-century skills has been at the forefront of today's education goals, and teachers play a crucial role in attaining this goal. To help teachers equip students with these skills, it is a must to identify the relevant determinants. Therefore, this study aimed to investigate teachers' perceptions of 21st-century skills, the strategies they have employed, and the challenges they have encountered when equipping students with these skills. A semi-structured interview was conducted to collect data from 21 secondary school teachers from various schools located in the city and across different provinces in Cambodia. The results revealed that teachers acknowledged the significance of 21st-century skills for students. Yet, some did not clearly understand the concept of 21st-century skills. The study also found that teachers employed various activities such as group work and assignment presentation, project work, debate, and technology integration in equipping their students with these skills, but failed to utilize other effective strategies. Finally, teachers also raised the challenges, including time constraints, lack of student engagement, and students' different content knowledge. The findings of this study implied the necessary training on various teaching strategies and assistance provided to teachers to help them equip their students with 21st-century skills.

The rise of artificial intelligence (AI) has reshaped language education worldwide, raising important questions about its impact on teacher identity. This study explores how six Vietnamese EFL lecturers negotiate their professional identities in response to AI integration. Using Dialogical Self Theory and Sociocultural perspectives, in-depth interviews reveal contrasting experiences: while some lecturers embrace AI as a tool for efficiency, creativity, and professional growth, others remain cautious, emphasizing traditional values and concerns about student overreliance. Across cases, lecturers reposition their roles from knowledge transmitters to facilitators, advisors, and ethical guides. Negotiation of identity is shaped by personal beliefs, institutional policies, and broader socio-cultural expectations. The findings suggest that professional identity is both shifting and enduring in the AI era, highlighting the need for ongoing dialogue, training, and support to ensure sustainable and ethical use of AI in EFL teaching.

Stepping into school leadership roles is a must for aspiring educators. 360 degree for school administration across K-12 schools is the road map to become a school leader. There are three main purposes of this practical presentation adapted from a great leadership book by Dr. John C. Maxwell. First, to lead with confidence across school levels. Second, to promote leadership values throughout the educational environment. Last but not least, to enhance leadership skills among all staff and stakeholders. When you become a 360 degree leader, you will possess leadership skills to lead up, lead across, and lead down effectively in your school. This workshop is specifically for aspiring leaders who want to be promoted to part of school management or across any administrative roles. There will be three sections of this presentation: Introduction (Pre self evaluation), Main Presentation (practical knowledge and experiences), Q&A (by participants).

This study examines how the Bachelor of Arts in English Language Studies (BAELS) program at Mindanao State University–General prepares students for employability and digital readiness. Guided by Human Capital Theory and using a mixed methods design, the study gathered data from 77 graduates and undergraduates across the English Language Teaching (ELT) and Business Process Outsourcing and Offshoring (BPOO) tracks. Results show that over 75% of respondents reported improved communication, teamwork, and problem-solving skills, while 70% developed digital literacy through online learning and on-the-job training. Despite these strengths, the study identifies a gap between academic instruction and industry-aligned digital practice. The study concludes that while the BAELS program effectively develops essential linguistic and professional competencies, it must strengthen digital integration and industry alignment to sustain learner empowerment and employability in the rapidly evolving landscape of English language education.

Leadership in education is too often viewed through a top-down lens, where authority flows from administrators to teachers, and professional growth is managed rather than cultivated. This presentation argues that stronger, more sustainable foundations for teacher development emerge when leadership opportunities are encouraged at all levels, not only at the top. By shifting the focus from authority to agency, teachers can take ownership of their growth, contribute to their communities, and develop the leadership skills necessary to create lasting impact in the classroom and beyond. Drawing on insights from the Japan Exchange and Teaching (JET) Programme and the grassroots initiatives of National AJET, this session will highlight practical strategies for empowering teachers to lead from where they are. Examples include peer mentoring networks, teacher-driven workshops, collaborative projects, and localised innovations that allow educators to shape professional development according to their own contexts and needs. Participants will leave with a deeper understanding of how bottom-up leadership models can enhance resilience, improve teacher motivation, and build stronger educational communities. By rethinking authority as something shared rather than imposed, educators can foster a culture of professional self-development that ultimately strengthens the foundations of language education.

This presentation explores the evolution of an extensive reading program from Thailand's first nationwide online extensive reading competition to effective classroom implementation. The competition, organized under Thailand Extensive Reading Association's "Building a Nation of Readers" project, attracted 200 secondary school students across Thailand who collectively read over 2 million words in one month using the Xreading online platform. As the competition manager, the presenter developed expertise in integrating extensive reading into language programs, which was subsequently applied with undergraduate education students, both English majors and non-majors. Over two years, 120 students in a mandatory education course participated in extensive reading, each completing a minimum of 20,000 words during a four-month term, accumulating to at least 2.4 million words read outside the classroom. Students' feedback evolved from initially negative to predominantly positive as the reading program progressed. This presentation will highlight effective motivation strategies employed in both the competition and classroom settings. Additionally, it will share current approaches for encouraging non-English majors to achieve the ambitious target of reading 100,000 words within an eight-week period using Xreading.

Currently offered at the Australian of Education (ACE) located in Phnom Penh, The ACE TESOL Teacher Certification Program (“the Program”) consists of a series of weekend courses that will upskill both new and experienced English language teachers in lesson planning and delivery, classroom management, assessment and feedback, materials creation, and making meaningful improvements in the classrooms of themselves and their peers. Accredited by NEAS (National ELT Accreditation Scheme based in Australia), the Program includes classroom input as well as observation of experienced teachers and peers, and all participants will receive individualised feedback after being observed teaching real students. The Program offers certification at two levels - the Essential Level and the Advanced Level. These certifications are key indicators of progress in any teacher’s professional development and are invaluable steps in helping them advance their teaching careers and accelerate the learning outcomes of their students. In addition to equipping trainees with essential teaching skills, the IELTS test will serve as a standardized measure to demonstrate their English proficiency to employers, ensuring they are capable of using the language effectively in a professional setting.

The current trend of educational digitization occurring in Vietnam has necessitated the reconstruction of teachers’ professional identities. This study examines how Vietnamese language teachers reconstruct their identities, through the process of continuation, transformation and negotiation, within digital teaching environments, particularly in the context of national language policy shifts that prioritize English as a second language in school settings. Drawing on semi-structured interviews with Vietnamese language teachers, the findings reveal processes of identity negotiation and change, in which traditional teacher virtues are retained while new elements—such as digital creativity and the adoption of emerging professional roles—are integrated. Institutional contexts are also considered to clarify their mediating role in shaping teacher identity reconstruction. The study offers insights for language education practitioners and researchers concerning the dynamics of teacher identity transformation in the digital era.

Every research methodology teacher encounters the same challenge: how to teach paraphrasing to prevent students from plagiarizing. Thus, the purpose of this 30-minute workshop is to provide hands-on experience in teaching the skill of paraphrasing. First, the presenter will begin with introductions to help everyone get to know each other and their respective student levels. Then the workshop will define paraphrasing and explain the differences between summarizing, quoting, and paraphrasing, and the presenter will discuss the steps in becoming better at and building confidence in paraphrasing. Next, there will be a presentation of good examples of paraphrasing and weak examples of paraphrasing, followed by a 15-minute breakout session to practice paraphrasing skills. When the audience reconvenes, participants can enjoy sharing paraphrasing experiences to build stronger paraphrasing teaching and learning best practices. As students learn to paraphrase, there is also another task for them to conquer – keeping track of their references and citations. In other words, where did that information retrieval come from? The workshop will also guide attendees on how to use citefast.com and provide time to practice using it. The workshop will allow time for Q&A with conclusions and a wrap-up.

In ASEAN classrooms, teachers often work within tightly structured reforms while also responding to multilingual learners and the growing influence of digital tools, including generative AI. This paper explores how 15 secondary school teachers in Malaysia made professional decisions and sustained growth under the pressures of curriculum reform. While top-down policies prescribed classroom and teaching practices, these teachers reflected on their choices, adapted their approaches, and created opportunities for professional learning beyond official training. The study illustrates how teachers exercised reflexivity—the internal dialogue that guides action—across micro and meso levels. Through this process, they weighed priorities, balanced constraints, and acted meaningfully despite heavy workloads, performative accountability, and structural barriers. By framing reflexivity as a generative mechanism of teacher agency, the study contributes to ASEAN discussions on professional learning by offering an alternative to Western agency literature that frequently portrays teacher agency under reform as unstable or constantly shifting. Practical implications are offered for teacher education and culturally responsive CPD. The findings emphasise the need to value teachers' reflections, recognise their situated challenges, and support grassroots creativity. Participants attending the session will gain insights into how reflexivity-in-practice can sustain professional growth and empower teachers to navigate reform in multilingual, resource-constrained classrooms.

This poster presentation examines the concept of Multiple Intelligences (MI), a transformative theory developed by Howard Gardner (1983) that redefines how intelligence is perceived and nurtured. Rather than viewing intelligence as a single, measurable ability, MI theory proposes that each person possesses a variety of intelligences. The poster showcases the eight types of intelligences and provides example activities suitable for those intelligences, allowing participants a chance to be informed of the different ways people think, learn, and solve problems. This theory can be applied to educational, professional, and personal contexts to create more inclusive, engaging, and effective learning environments. By recognizing the diversity of human abilities, educators and organizations can better support individual growth and motivation. Overall, this presentation encourages participants to appreciate human diversity and apply MI principles to enhance learning, creativity, and cultivate meaningful personal and professional development.

Effective classroom management remains central to successful English language teaching, yet many teachers continue to face challenges maintaining learner engagement, managing disruptions, and fostering a positive classroom climate. Research indicates that such difficulties are often less about student behaviour alone and more about the teacher's interpersonal behaviour in the classroom (Wubbels & Brekelmans, 2005; Mainhard, Brekelmans, & Wubbels, 2011). This presentation draws upon Leary's Rose (Leary, 1957) and the Model for Interpersonal Teacher Behaviour (Wubbels, Creton, & Hooymayers, 1985) as used in educational research to map interaction along dominance–submission and cooperation–opposition. Using this framework, the session will help teachers identify how their communication style can encourage cooperation or unintentionally provoke resistance. Participants will explore practical strategies for balancing authority and empathy, thereby enhancing classroom social climate and student motivation (Mainhard et al., 2011). This presentation is designed for ELT teachers, teacher trainers, and language classroom practitioners interested in applying evidence-based, relationship-centered approaches to classroom management.

XIV. Quality Assurance and Leadership (QAL)

QAL 1

30-minute Paper

Management approaches to support innovation, collaboration and transformation in ELT

Target Audience: School Administrators

BRADDICK Graham

Over recent years, the global ELT industry has faced many challenges in rapidly changing and often difficult circumstances. As educational leaders and managers, we continue to face many issues requiring us to adapt our approaches to an increasingly demanding workplace, often working with geographically distant teams delivering online, virtual and hybrid learning. At the same time, we have to reflect deeply on how we can promote and support innovation, collaboration and transformation, and how we can continue to motivate our teachers in these challenging times. This presentation will consider models that have proved effective in leading, managing and empowering ELT teams, including Servant Leadership, Scouller's Four Dimensions of Leadership, Distributed Leadership and Appreciative Inquiry. We will also consider the critical importance that relationships play in building and supporting teamwork, and how we can sustain the motivation and wellbeing of our teachers and staff as we face an increasingly unpredictable future.

QAL 2

30-minute Paper

Language Gains and Self-Regulation Among First-Year Students in Cebu Study Abroad Programs

Target Audience: Program Managers

PARK Siwon, UMEHARA Hiroaki and FUKUDA Tetsuya

This study evaluates the effectiveness of two short-term study abroad programs in Cebu, Philippines, attended by 45 Japanese university students, the majority of whom were first-year participants. The programs aimed to enhance English proficiency and learner autonomy through four weeks of intensive English instruction, combining daily one-on-one or small-group lessons with structured extracurricular activities conducted in English. To assess outcomes, students completed TOEFL ITP tests, a CEFR-aligned self-assessment of listening and speaking, and a self-regulated learning (SRL) scale before and after the program. Results showed significant improvements in TOEFL ITP total scores and subscores, particularly in listening and reading. Self-assessment results indicated perceived gains in communicative confidence and speaking ability, while SRL scores reflected growth in goal setting, task management, and motivation control. Correlational analyses further suggested that students with stronger initial SRL demonstrated greater proficiency gains. These findings provide evidence of the educational impact of short-term study abroad and highlight the role of self-regulation in supporting language learning outcomes.

QAL 3
30-minute Paper

“Trust, Reflection, and Collaboration: Keys to Organizational Learning in Early Childhood Education”

Target Audience: School Administrators

JOHNSON Jenna

This project explored organizational learning challenges within an International Baccalaureate (IB) kindergarten in China. Drawing from an in-depth interview with the school's English Coordinator and survey feedback from teachers, the study analyzes how leadership practices, communication structures, and cultural dynamics shape the school's ability to function as a learning organization. While the school invests in IB training, feedback sessions, and collaborative curriculum development, findings reveal significant barriers to organizational learning, including cultural divisions between Chinese and international teachers, lack of psychological safety, limited leadership openness, and insufficient support for novice teachers adapting to IB pedagogy. Critical analysis using Garvin's framework highlights deficiencies in fostering a supportive learning environment, particularly in appreciation of differences and openness to new ideas. The study offers implications for practice that extend to international education contexts, underscoring the importance of leadership behaviors that cultivate trust, reflection, and collaboration across cultural boundaries.

QAL 4
30-minute Workshop

Peer Observation: a Professional Development Tool for Every School

Target Audience: School Administrators

CHUM Sokuntharoath

Classroom observations can make even the most experienced teachers feel uneasy. However, when observations are designed to promote professional development rather than to assess performance, they offer significant advantages for teachers, administrators, and the entire school community (Educationworld, n.d.). Peer observation has emerged as a powerful, non-evaluative tool to support teacher growth, collaboration, and reflective practice. Unlike management observation models which often associate with appraisal, peer observation emphasizes collaborative learning and professional dialogue. Richards and Farrell (2005) stated that observation allows novice teachers to learn by watching how more experienced colleagues conduct their lessons. At the same time, seasoned teachers also gain from peer observation, as it enables them to see how others deal with the same challenges they encounter in their own classrooms. This presentation explores how schools can implement peer observation into their professional development frameworks. The session will also highlight the experience of a language school, where peer observation has been successfully implemented as part of new teacher support and as a developmental pathway for teachers requiring further guidance after formal evaluations.

The growing adoption of Artificial Intelligence (AI) in English Language Teaching (ELT) has reshaped instructional practices and learning experiences, especially for English major undergraduates in Vietnam. While AI powered tools such as automated writing evaluators, chatbots, and pronunciation feedback systems offer unprecedented opportunities for personalized learning and efficient assessment, they raise significant ethical concerns. These include academic integrity, plagiarism, data privacy, unequal access, and over reliance on technology. This proposed study focuses on English major students at An Giang University, employing a qualitative case study approach through interviews, classroom observations, and reflective journals to investigate learners' and instructors' perceptions, practices, and dilemmas when using AI in ELT. Building on the findings, the study aims to propose practical solutions: (1) developing institutional AI use guidelines to ensure transparency and fairness, (2) embedding digital ethics training into ELT curricula to foster responsible AI adoption, and (3) promoting a balanced pedagogy that integrates AI tools without undermining critical thinking or academic integrity. The expected contribution is a pedagogical and ethical framework supporting sustainable, equitable, and responsible AI integration in Vietnamese higher education.

Program evaluation is central to ensuring the effectiveness and sustainability of language education initiatives, providing evidence that guides both administrators and instructors. This paper reports on an evaluation of a university-based intensive language program that specifically examined how instructor feedback informed program development. Twelve former instructors were recruited by a principal evaluator and an external evaluator. Data were collected through semi-structured interviews, with follow-up interviews conducted to confirm participant responses. Thematic analysis revealed three major areas of concern: professional development, program support, and curriculum design. The findings underscored the need for targeted training opportunities, increased structural and administrative support, and revisions to curriculum planning. These results were subsequently presented to program administrators, accompanied by recommendations that addressed both immediate program enhancements and long-term planning considerations. The paper discusses how the evaluation not only informed program improvement but also facilitated greater collaboration between administrators and instructors. By highlighting the benefits of systematic evaluation, the study illustrates how instructor voices can play a critical role in shaping program sustainability, strengthening faculty development, and fostering a more collaborative culture of quality assurance.

ELICOS Direct Entry (DE) programs support international students to develop academic English language skills and increase preparedness to study in Australian universities (English Australia, 2017). To ensure that DE programs are fit-for-purpose and offer students the best chance for success, providers are required to evidence parity of outcomes with comparable admission criteria for degree programs (ELICOS Standards, 2018). Tracer studies enable providers to track DE students' academic performance in their degree studies against students entering via other admission pathways such as high-stakes English tests or Foundation Programs. In 2024, University English Centres Australia (UECA) initiated a national research project to document current approaches to tracer studies at UECA member centres. The project employs a case study approach and draws on survey and interview data. This presentation outlines findings from the research project and makes recommendations for good practice in conducting tracer studies of Direct Entry students in higher education. Federal Register of Legislation - ELICOS Standards 2018

XV. Teaching Grammar (GR)

Concept Checking Questions (CCQs) are a powerful tool for enhancing grammar instruction and ensuring learners truly understand the meaning and use of grammatical structures. Instead of just learning grammar rules, CCQs help students think about the meaning, context, and use of grammar in real situations. This presentation explores how CCQs can transform traditional grammar lessons into interactive, learner-centered experiences that promote clarity, engagement, and deeper comprehension. CCQs allow teachers to check understanding effectively, identify and correct misconceptions, and reduce dependence on translation. CCQs also encourage critical thinking, promote active participation, and support different learning styles and make grammar easier to understand for everyone. In this session, teachers will learn how to write good CCQs that are clear and useful. Participants will take part in group tasks to create their own CCQs, share ideas with others, and improve their questions. By the end of the session, teachers will have a set of CCQs and strategies they can use with their students. This will help learners not only understand grammar rules but also use grammar correctly and confidently in real communication.

GR 3**30-minute Workshop****Beyond Worksheets: Active Strategies for Teaching Grammar Communicatively****Target Audience: Teachers of Adults****SOPHEAK Raksmy, HOUT Chantyta and POR Masonita**

Grammar is often taught through worksheets and mechanical drills, but this creates some challenges. Learners may know the rules, but they often cannot use grammar naturally in real communication. Larsen-Freeman (2015) reminds us that grammar teaching should not only focus on form but also on meaning and use. Thornbury (1999) also argues that teaching grammar in isolation can make lessons boring and disconnected from learners' real needs. However, many new teachers still feel more comfortable using worksheets because they are easy to prepare and manage. This can result in less engaging and less effective grammar lessons. This session will show how teachers can go beyond worksheets and make grammar more communicative. First, the presenter will compare a traditional worksheet task with a communicative alternative. Then, practical strategies will be shared in semi-controlled and freer practices, in which participants will also discuss how to adapt these ideas in their own classrooms.

GR 4**30-minute Poster Session****Making Grammar Fun, Interactive, and Student-Centred****Target Audience: Teachers of Young Learners****CHHEANG Ratana**

Grammar is often perceived by learners as boring or difficult, yet with the right approach it can become engaging, interactive, and meaningful. This workshop demonstrates how teachers can transform grammar lessons by focusing on three essential stages: clear introduction, sufficient practice, and meaningful production. While a traditional sequence offers structure, activities can be adapted and reordered to suit learners' needs and the specific language focus. Participants will explore practical strategies for introducing grammar points effectively, providing efficient and purposeful practice, and designing communicative tasks that maximize student-centred learning. Interactive demonstrations will showcase how simple adjustments can turn grammar teaching into a motivating experience for learners. Attendees will also be encouraged to share their experiences, exchange ideas, and collaborate on effective classroom activities. By the end of the workshop, teachers will leave with a toolkit of techniques to make grammar lessons both enjoyable and impactful.

GR 5**30-minute Workshop****Transforming Grammar Lessons: Engaging Learners with a Digital ESA****Target Audience: Teachers of Adults****MONINE Bunnavath and SEAN Kimhoung**

Teaching grammar is a crucial component of language learning, yet it can be a significant challenge for adult and teen learners in this digitally-driven 21st century. Engage, Study, Activate (ESA) teaching model offers a robust framework for overcoming these challenges. For this model to remain even more relevant and effective, it must be strategically integrated with modern technology. This workshop, aligned with the conference theme of "The Future of English Language Teaching in the Digital Era: Empowering Teaching and Transforming Learners" will demonstrate how the ESA method can be utilized with digital tools. We will explore a practical way for using interactive media to engage learners, using online fun quizzes for the learners to study the new language point, and facilitating collaborative discussion and projects to activate what they have learned. By using this approach, educators can create dynamic, student-centered, and communicative grammar lessons. Ultimately, this integration empowers educators to create rich, meaningful learning experiences that not only enhance grammatical proficiency but also prepare learners to be confident and proficient communicators in an interconnected world.

Teaching grammar in an engaging and interactive way remains one of the greatest challenges for ESL teachers, particularly with young learners whose attention span is often short. Traditional lecture-based approaches, where teachers explain grammar rules throughout the lesson, are usually ineffective and fail to sustain students' interest. As a result, many learners do not actively engage with the material, struggle to retain key language points, and are unable to accurately produce the target forms expected by their teachers. Since children naturally learn best when they are enjoying themselves, it is essential to design grammar lessons that are not only informative but also enjoyable and motivating. Fun and interactive grammar activities encourage participation, reduce anxiety, and create a positive classroom atmosphere. This presentation will highlight practical strategies, techniques, and classroom methods that make grammar learning both enjoyable and meaningful, helping students strengthen their understanding while developing confidence in using the language. This session is particularly relevant for ESL educators, and teacher trainers with an interest in innovative methods of language teaching.

This presentation explores how teaching grammar through context and meaningful application enhances retention and communicative competence. It describes an inductive approach that embeds grammar instruction within authentic writing tasks rather than isolating form. Teaching focuses on one grammatical concept at a time which allows learners to build mastery through scaffolded activities beginning with simple sentence-level practice and culminating in application within students own writing. Throughout the session participants are introduced to techniques for selecting high interest mentor texts modeling grammatical usage and providing targeted feedback aligned with the specific grammar focus. The session demonstrates how such strategies foster deeper understanding than traditional rule-based drills. In attending, educators learn how to sequence grammar instruction logically design lessons that integrate reading and writing and deliver feedback that emphasizes usage over error counting. Ultimately the session offers practical guidance for creating instruction that makes grammar both meaningful and memorable.

Teaching grammar is a challenge for EFL teachers, notably when working with groups of primary and secondary learners. Pre-teens and teenagers have short attention spans (Nernere, 2019) and often find grammar practice repetitive and dull, which can result in inattention, demotivation, and ultimately ineffective learning (Ur, 2012). Gamification, the integration of game elements and mechanics to support learning objectives, has been shown to enhance learner motivation and promote active participation in language classrooms (Deterding et al., 2011; Sailor et al., 2017). In particular, adapting familiar games for the classroom can reinforce language structures while maintaining student interest (Reinhardt & Sykes, 2014; Reinders & Wattana, 2015). This workshop demonstrates how classic games, such as Battleship and Exploding Kittens, can be effectively repurposed for EFL classrooms to strengthen grammar instruction. These low-tech and low-prep game adaptations thrive on teachers' creativity and have minimal requirements for students' personal devices to implement. By the end of the session, participants will walk away with adaptable templates and practical tips for gamified activities that make grammar practice more interactive, memorable, and enjoyable. This session is recommended for both new and experienced EFL teachers of young learners.

Grammar is consistently perceived as one of the most pivotal aspects of learning a target language. Ameen, R. M. (2023). However, the students find its numerous rules to be both challenging and discouraging if it is instructed without a meaningful situation or context. Hence, providing context is crucial in helping them decipher the concept of the language point. Moreover, many students tend to feel intimidated and overwhelmed when they learn a new grammar point; thus, transitioning to grammar lessons after listening activities offer not only a shift from tedious routine classroom activities but also provide an anxiety-free environment. Students absorb the concepts better when learning is fun, engaging and intriguing. In addition to this, it also boosts their vocabulary and naturally exposes them to the input from the target language. Therefore, this presentation aims to introduce the stages and activities in conducting a lesson with the transition from receptive skill to grammar which motivates the students learn more effectively. This presentation is recommended for all new ESL teachers.

Grammar is frequently introduced as a discrete topic to young learners or beginners in English language, yet it is often left unconnected to the wider skills of reading, writing, listening, and speaking. This separation has led to grammar being regarded as a traditional and somewhat peripheral element of English language learning, particularly at more advanced stages. This presentation proposes that grammar, when examined through the complementary dimensions of form, function, and meaning, can be repositioned as an important component of communicative competence. By integrating grammar within authentic skills-based tasks, its relevance and impact can be more clearly highlighted. The session will showcase a lesson that embeds grammar within reading and writing activities, offering participants some concrete strategies and ideas into how integration can promote both accuracy and fluency in the classroom.

Method (GTM) has long been dismissed as outdated, rigid, and irrelevant in modern communicative classrooms. However, this paper argues that GTM, when used strategically, offers valuable tools for preventing early fossilization in second language acquisition. Fossilization often occurs when learners prioritize fluency over accuracy, leading to the reinforcement of persistent grammatical errors that become resistant to correction. By incorporating translation, explicit grammar analysis, and accuracy-focused practice, teachers can help learners notice structural gaps between their first language and English, thus reducing the risk of error fossilization. This presentation will revisit GTM not as a replacement for communicative approaches, but as a complementary method that strengthens learners' grammatical awareness. Practical classroom applications will be demonstrated, showing how short translation exercises, contrastive grammar tasks, and accuracy-driven drills can be blended with speaking activities to create a balanced pedagogy. Participants will gain insights into how GTM principles can be reframed for the TESOL classroom to promote both accuracy and fluency. In defending GTM, this session challenges the tendency to overlook older methods and instead invites teachers to reconsider how "unfashionable" approaches can still address pressing challenges in second language teaching.

Classroom challenges can include at times student boredom, classroom management issues, and cognitive overburden - especially, when English grammar is taught in English but when the L1 is very different as in the case of much of Asia. Yet gamification can be helpful to meeting such challenges. Gamification is a transformative strategy of using game mechanics to improve engagement, motivation, and retention in EFL/ESL, Zhang and Hakim (2022). Demirbilek, and al Alzouebi (2025) stated gamification is very effective and important in teaching. The benefits of gamification will be demonstrated through two games provided free to attendees, focussing on grammar learning. one, board games and the other on one of the most popular games shows. Procedures will be shown explicitly on how to set up and demonstrate these games to students, and make them curriculum friendly, fun and highly engaging. Review of how these games can transform the classroom in terms of gamification theory will be also shown. Attendees will also have additionally "ready made" materials and activities with a better understanding of the underlying principles of gamification to grammar learning, meeting student needs better and making grammar teaching more enjoyable and worthwhile to the instructor.

Grammar teaching can be a challenging task when lessons are limited to rules and repetition, which can lower student motivation and limit communicative skills. It is crucially important to raise this concern because studies have indicated that disengagement in grammar lessons can adversely affect long-term retention and derail overall learners' language development (Du & Nguyen, 2023). Consequently, this workshop will examine a variety of engaging and interactive activities that educators can implement to teach grammar in a practical classroom environment, serving as an alternative to conventional teaching approaches. Besides, participants will learn how interactive and engaging grammar exercises not only enhance students' grammatical accuracy but also bolstering their confidence and motivation in everyday communication. This presentation is suggested for both newly and experienced teachers who are enthusiastic about teaching grammar in an interactive and engaging way.

Teaching Grammar is one of the most challenging lesson planning, especially during the production stage where many students struggle to creatively and effectively produce and apply their comprehension independently. Grammar practice is usually done in isolated activities where students are not required to produce the language but rather selectively answer to small and controlled tasks. Additionally, when it comes to real production that requires them to produce the language verbally or in written form, many students struggle to meet the targeted learning objectives (Ellis, 2006; Wijaya, 2019). For writing activity, it allows learners to reflect and process the grammar structure more carefully; however, it does not really help with the real life communication as they focus more on the structures (Borg, 2003). On the other hand, speaking requires applying their knowledge in an immediate environment that shows more of their fluency, but it sometimes comes with a few errors as the students do not have time to do self-check or self-correction (Richards & Reppen, 2014). By examining the strengths and limitations of both approaches, this study highlights how integrating writing and speaking in grammar instruction can enhance accuracy, fluency, and learner confidence in language use.

Hot seat has gained its popularity in Vocabulary practices due to its enormous engaging and challenging nature. With its relative success, adopting into grammar practices will help get students more interested in the target language activities. In addition to active involvement, students will be able to incorporate communicative languages to not only assist but also challenge one another. The game involves group work, communication, and quick decision-making. Due to its challenging nature, students will be able to sharpen their focus, accelerate their learning, and most importantly, deepen their understanding. On the negative side, there are a couple of obstacles to be addressed, including L1 interferences and the tendency to opt out of using the target language. You are welcome to join us in exploring the vast possibilities of Hot Seat in the Grammar section and some solutions to tackle the limitations.

GR 19**30-minute Workshop****Utilizing technological platforms for gamified practices: reinforcing grammar learning****Target Audience: Teachers of Young Learners****MIYOSHI Yumilinda**

Grammar is one of the most difficult aspects for English language learners due to its complex rules and structures. Students may find learning grammar a boring and daunting task (Metom, Tom, & Joe, 2013). Hence, teachers need to deploy the right teaching approach to keep students engaged and motivated during the learning process. Despite the complications in English grammar learning, advanced technology is heavily embedded in the learning process to promote a positive classroom environment. A study by Nabangi (2021) reveals that incorporating gamification into practices and tasks is not only an effective technique but also serves as a powerful tool in increasing students' engagement, motivation, and enthusiasm in acquiring English grammar. Teaching grammar through gamification platforms could allow students to maximize their learning outcomes and learn grammar more productively. This workshop demonstrates the four engaging digital platforms for teachers to teach grammar more meaningfully, enhancing students' interactions and learning experience. This session is highly recommended for EFL teachers of young learners and adults, and teacher trainers.

GR 20**30-minute Workshop****Can Grammar be less boring?****Target Audience: Teacher Trainers****FADAEI NAEINI Yasamin**

Grammar has long carried a reputation for being one of the driest aspects of language learning—something students often endure rather than enjoy. Yet, grammar does not need to be a monotonous march through rules and drills. In this talk, I explore creative, student-centered techniques that make grammar instruction more engaging, memorable, and fun. Drawing on classroom experience and practical examples, I will share strategies such as gamification, storytelling, role play, and visual metaphors to transform grammar lessons into dynamic learning experiences. I will also highlight ways to connect grammar to learners' real-world interests and communication goals, ensuring that even the most “boring” grammar points become meaningful and motivating. The goal is not only to make grammar less intimidating, but to help learners see it as a tool for self-expression and creativity.

GR 21**30-minute Workshop****Teaching grammar communicatively through interactive activities****Target Audience: Teachers of Adults****PET Bunthorng**

Grammatical aspects are one of the most difficult issues to master in the process of learning the English language. Many English learners often find it challenging to apply what they learn in conversation. Memorization, along with repetitive drills, as is common in traditional grammar teaching, does not help students learn how to accurately and smoothly use grammatical structures in real-life interactions. Unlike traditional teaching methods, a communicative approach focuses on language use in meaningful contexts to enhance both grammatical and communicative skills. There must be some pedagogical approaches aimed at developing learners' speaking skills that reinforce lessons in a variety of interactional frameworks, like role-play, discussion, and games, to break the monotony of rote learning. Active collaboration and participation in interactive activities structured around specific tasks will enable students to internalize relevant grammatical rules. This session will provide the English language instructor with practical steps they can implement in their classes to help students learn grammar using communicative activities. Participants will learn a few strategies to teach grammar with more passion.

One of the most prevalent problems when it comes to teaching grammar is not being able to provoke engagement from students. When the lesson is overwhelming, learners tend to feel disinterested and exhausted with all the information they have to absorb all at once, which results in students not being able to grasp the concept of the target language. Therefore, this workshop aims to offer a number of activities that can encourage students to participate interactively. Additionally, methods like Grass Skirt, Guess What? and Sentence Race will be presented. Eventually, it will highlight potential challenges that educators might face when implementing the aforementioned methodologies. This presentation is suitable for teachers who want to creatively utilize different approaches when it comes to grammar lessons. Furthermore, this session is recommended for teachers who are teaching either young or adult learners.

Grammar learning is often regarded as the most crucial element in evaluating ESL learners' proficiency, yet it remains one of the most difficult parts that hinders a large number of ESL learners from learning English. Larsen-Freeman (2001) states that grammar instruction should align with contemporary theory, emphasizing form within a meaning-based or communicative framework. Although Presentation, Practice and Production (PPP) has been widely used among educators, there has been criticism that students are unable to apply their knowledge of grammar communicatively. (LONG, M.H. & DOUGHTY, C. J. , 2009). The most effective alternative for grammar teaching is through receptive skills such as listening and reading. In order to encourage learners to notice grammatical structures in the context before practicing them in useful ways, educators should integrate authentic or semi-authentic input such as a newspaper article, song lyrics, or a restaurant menu, etc. Therefore, this presentation will highlight how receptive skills tasks can raise grammar awareness, benefits and challenges of this technique. This session is recommended for all ESL educators and teacher trainers interested in integrating grammar instruction with receptive-skill development.

Grammar is often seen as a set of rules to memorize rather than a tool for real communication. This presentation explores how teachers can transform grammar lessons into enjoyable, meaningful experiences through play. Drawing on the principles of game-based learning (Wright, Betteridge, & Buckby, 2006), the session demonstrates practical classroom activities that encourage students to discover grammar patterns naturally while staying motivated and engaged. Participants will experience examples of low-preparation grammar games that promote interaction, movement, and creativity. These activities are suitable for young learners but can also be adapted for other age groups. By integrating fun, challenge, and collaboration, teachers can create a learning environment where grammar becomes active and memorable. Attendees will leave the session with a clear understanding of how playful grammar practice not only supports accuracy but also builds confidence and a positive attitude toward language learning.

In Cambodia, learning grammar, especially tenses, is typically the first thing that comes to mind when discussing learning English. According to Thornbury (1999), the rule-driven method is considered outdated in favor of a discovery learning method. However, a lot of grammar lessons are still being taught in a rule-driven way, and most students seem to view tenses as separate items in a long list of items. This view takes away the students' ability to notice patterns and establish connections between the tenses, thus making learning and mastering tenses much less efficient. In this session, the presenter will share a step-by-step grammar lesson focusing on teaching tenses in the passive voice, which is often considered a pretty difficult lesson to teach. Participants will be shown how to make a grammar lesson that is engaging and provides sufficient scaffolding to students as they navigate through this complicated language point. They will also be given some advice on how to apply this pattern in other grammar lessons.

Grammar is often taught through worksheets and mechanical drills, but this creates some challenges. Learners may know the rules, but they often cannot use grammar naturally in real communication. Larsen-Freeman (2015) reminds us that grammar teaching should not only focus on form but also on meaning and use. Thornbury (1999) also argues that teaching grammar in isolation can make lessons boring and disconnected from learners' real needs. However, many new teachers still feel more comfortable using worksheets because they are easy to prepare and manage. This can result in less engaging and less effective grammar lessons. This session will show how teachers can go beyond worksheets and make grammar more communicative. First, the presenter will compare a traditional worksheet task with a communicative alternative. Then, practical strategies will be shared in semi-controlled and freer practices, in which participants will also discuss how to adapt these ideas in their own classrooms.

Teaching grammar can be one of the most difficult challenges in language teaching (Mart, Ç. T, 2013). Traditionally, it is most frequently viewed as presenting and practicing grammar structures. Although Presentation, Practice, Production (PPP) has been popular among educators (Nunan, 1991; Ellis, 2003), it has been found to lack engagement and meaningful communication (Ellis, 2003; Nunan, 2004). As a result, Task-based Language Teaching (TBLT) was introduced to address these limitations by allowing learners to use language in context and complete meaningful tasks, thereby supporting deeper learning and better retention. The nature of TBLT is almost the reverse of PPP, with learners producing language first, followed by presentation and practice. It indirectly teaches students without making them fully aware they are learning something. According to Si Li (2020), TBLT incorporating appropriate tasks according to learners' level offers learners far richer learning opportunities than PPP. Therefore, this presentation will introduce the role of TBLT in teaching grammar, its characteristics and framework, as well as challenges and suggestions associated with implementing this approach. This presentation is recommended for all ESL educators, teacher trainers, and curriculum developers.

Teaching grammar is a challenge for EFL teachers, notably when working with groups of primary and secondary learners. Pre-teens and teenagers have short attention spans (Nernere, 2019) and often find grammar practice repetitive and dull, which can result in inattention, demotivation, and ultimately ineffective learning (Ur, 2012). Gamification, the integration of game elements and mechanics to support learning objectives, has been shown to enhance learner motivation and promote active participation in language classrooms (Deterding et al., 2011; Sailor et al., 2017). In particular, adapting familiar games for the classroom can reinforce language structures while maintaining student interest (Reinhardt & Sykes, 2014; Reinders & Wattana, 2015). This workshop demonstrates how classic games, such as Battleship and Exploding Kittens, can be effectively repurposed for EFL classrooms to strengthen grammar instruction. These low-tech and low-prep game adaptations thrive on teachers' creativity and have minimal requirements for students' personal devices to implement. By the end of the session, participants will walk away with adaptable templates and practical tips for gamified activities that make grammar practice more interactive, memorable, and enjoyable. This session is recommended for both new and experienced EFL teachers of young learners.

Teaching grammar is often perceived as challenging, particularly among young learners, who may view it as dull and overwhelming due to the number of rules and structures involved (Wiesner-Groff, 2018). Traditional grammar instruction can lead to low motivation and limited learner engagement, despite the essential role grammar plays in accurate and effective communication. This presentation explores how integrating online and offline games into grammar lessons can transform the learning experience by making it more interactive, meaningful, and learner-centered. The session introduces a range of practical, adaptable game-based activities designed to promote active participation, collaboration, and contextualized practice while reducing learner anxiety. These games can be implemented in both technology-rich and low-resource classrooms and are suitable for various age groups and proficiency levels. The presentation is particularly relevant for new and experienced English teachers, teachers of young learners (TEYL), and teacher trainers seeking innovative approaches to grammar instruction. By demonstrating how game-based learning supports both grammatical accuracy and communicative competence, this session aims to equip educators with effective strategies to enhance student engagement and learning outcomes.

Teaching grammar could be hard sometimes as it is usually not a favoured subject for students, especially young learners. It has been seen as a boring subject as there are a lot of rules and structures which make students feel easily overwhelmed by the amount of work provided by teachers (Wiesner-Groff, A. , 2018). To communicate effectively and efficiently with others, it is crucial to learn grammar appropriately. As a result, teachers implement a variety of strategies in teaching grammar interactively, especially gamification. Gamification has gained attention significantly as an innovative approach in enhancing young learners' engagement and motivation in language classrooms. This poster explores the use of gamification in teaching grammar to young learners, benefits as well as drawbacks of using games in classroom. Lastly, the poster presents key aspects for consideration when implementing games and also recommends a few games that teachers can utilize. This presentation is especially recommended for both new and experienced English teachers, TEYL teachers, and teacher trainers.

XVI. Teaching Listening (LIS)

Mastering spoken language comprehension is a big challenge in second language acquisition. Students often struggle with the speed of natural speech and the difficulty of discerning key information, a process that relies on both "bottom-up" decoding and "top-down" schema-based processing (Richards, 2008). This presentation argues that traditional listening exercises are often insufficient for developing genuine proficiency. Drawing upon the task-feedback circle, a practical framework for designing engaging and effective listening lessons will be discussed. This approach, which is rooted in the metacognitive framework of Vandergrift and Goh (2012), teaches students how to actively use a top-down approach to listening by helping them to plan their listening, monitor their comprehension as they listen, and evaluate their performance afterwards. Adopting this approach reduces student anxiety and nurtures a sense of achievement, which will make them become more skilled and confident listeners.

As learners receive information without having active involvement, listening has been considered a passive skill (Field, 2008; Gilakjani & Sabouri, 2016). Nonetheless, studies indicate that with meaningful engagement through learning strategies such as prediction, reflection, and metacognitive awareness, learners can become more actively involved, and in return, foster their listening skill (Vandergrift & Goh, 2012; Brown, 2011). As technology advances, tools such as Edpuzzle, Flip, Padlet, and AI-powered transcription have been found to contribute to promoting active learning, learner autonomy, and engagement in digital environments (Rahimi & Katal, 2012; Zhang & Zou, 2020). This presentation aims to expand teachers' knowledge on how to effectively implement various digital tools in their classroom to make the process of teaching listening more interactive and collaborative. By the end of this session, teachers will gain deeper insights in transforming passive listening into active engagement.

A key component of language learning is practical listening, but many Cambodian students face significant challenges since it is frequently neglected and overlooked in ESL classrooms. Conventionally, listening is frequently tested through various assessments, but not taught, as learners are expected to automatically acquire this skill as they learn to speak the language (Lestari et al., 2021). Consequently, teachers continue to employ ineffective strategies that contribute to students' ongoing passiveness for almost every session. As the importance of listening skills is being progressively degraded, learners become disengaged, whereas teachers' frustrations increase. To break this cycle, practical listening instructions are called for. This presentation proposes the implementation of active listening techniques that engage learners throughout the lesson, while building confidence and comprehension skills. Teachers of adult learners or lower-level learners who are looking to change their students' passive listening habits through active and engaging strategies are strongly encouraged to attend this session.

Listening journals provide insider accounts of what learners think, do, and feel about their learning, offering learners a platform to reflect on their listening experience and potential difficulties. Teachers can utilise these journals to identify how learners develop their listening skills using available English language listening resources. This presentation introduces how using listening journals as a homework component helps learners document personal narratives of their listening experience. Qualitative journal data collected the summary and evaluation writings of 19 second-to-fourth-year business university learners about their chosen resources. Data were also collected from three journal prompts related to their observations, reflections, and goals related to their listening. This study reports on the difficulties the learners encountered and how they approached these difficulties. The learners found speed, accent, and topic contributing to varying difficulty. They also found lexical knowledge, especially checking the meaning of related key words and topic-specific vocabulary before listening, helped their understanding of the talks. To problem-solve the learners reported changing the speed or using the transcript. The study helps teachers understand learners' difficulties and their approaches to these encounters and outlines how learners can use topic-specific listening journals in tertiary-level contexts to build their second language listening confidence.

Recent listening approaches have emphasized providing learners with more engagement opportunities when listening. Encouraging learners to interact with the text or with each other provides them with several task approaches to improve their listening comprehension. This workshop aims to outline and demonstrate using iPads and Voice Memos in practice to understand and improve learners' second language listening. Using strategy-based instruction, 55 learners chose the input for five practices of their choice before completing listening notes using an iPad and Pencil and recording a voice memo (VM) to reflect on their listening. First, a detailed outline presents the strategy-based instruction, the iPad and Pencil procedure, and voice memo journal guidelines used. Next, the qualitative VM analysis showed that learners summarized their listening succinctly and added opinions using the given prompts. Further, learners reflected specifically on strategies they had used to overcome speaker speed, vocabulary, and comprehension issues. Finally, the workshop concludes by showing the benefits for learners using digital devices to complete their listening practices. This workshop will provide teachers with support in using metacognitive instruction in listening contexts and give learners the practical approaches needed for them to engage with each other and the input when listening.

Music is widely viewed as a source of motivation in language learning yet integrating it in the educational curriculum in pedagogically meaningful ways can be challenging. This presentation will introduce a semester-long “Song Journal” project implemented with Japanese university students (CEFR A2–B1) that combines extensive listening with vocabulary acquisition. Students selected songs of personal interest, analyzed lyrics, recorded new vocabulary, and reflected on meanings and personal opinions through journal entries. The project culminated in group sharing and vocabulary-focused activities, fostering both individual engagement and peer learning. Students reported not only linguistic gains, in terms of improved listening skills and vocabulary acquisition and use, but also affective gains, including positive motivation, learner autonomy, and engagement. The presentation will demonstrate the overall project design, highlight student samples, and offer suggestions for teachers interested in harnessing music not only as a means of enjoyment but also as a structured pathway to language growth.

Despite serving an important role in language acquisition, listening is often considered the most passive and challenging of the four skills for language learners. Thus, creating a fun and engaging learning environment that is essential for keeping them motivated in a listening class is obviously a real struggle for many teachers. However, based on experience, the listening class can be expanded beyond traditional listen-and-answer activities to more communicative ones through various strategies that incorporate movement-based tasks, visual aids, and games. This presentation aims to introduce the techniques designed to engage students, specifically young learners, in learning in an enjoyable and meaningful way, contributing to their effective learning outcomes in the listening skill. At the same time, this session is especially for new teachers who are seeking interactive classroom activities to make their listening lessons lively.

XVII. Teaching Reading (REA)

REA 2 30-minute Paper	The Impact of the Extensive Reading Marathon Project on University Students' English Proficiency
Target Audience: Teachers of Young Learners	FUJII Kazuma

This study examines the impact of an Extensive Reading (ER) Marathon Project on English proficiency among Japanese university students. Initiated at an engineering university in 2018, the project encourages students to read English books suited to their proficiency level both inside and outside the classroom. Incentives include book vouchers for reading over 100,000 words annually and a special award from the vice president for exceeding 300,000 words. English proficiency gains were measured using TOEIC Listening & Reading (L&R) scores, comparing students who read over 50,000 words with those who either did not participate or read less than 50,000 words. From 2018 to 2024, students reading over 300,000 words (n = 4) improved by an average of 50.0 points; over 200,000 words (n = 6) by 35.8 points; over 100,000 words (n = 42) by 32.1 points; and over 50,000 words (n = 163) by 30.2 points. In contrast, non-participants or those reading less than 50,000 words gained 26.4 points. The results indicate a positive relationship between reading volume and average TOEIC score improvement, highlighting the effectiveness of structured ER programs and the importance of institutional support for sustained out-of-class language learning.

REA 3 30-minute Poster Session	Prevalence and Impact of Pre-University Extensive Reading on English Reading Styles in Japan
Target Audience: Teachers of Young Learners	FUJII Kazuma and YAMAUCHI Katsuhiko

Extensive reading (ER) has been shown to promote fluency, motivation, and positive attitudes toward reading in EFL contexts. However, little is known about how many Japanese students actually experience ER before entering university, or how such experience shapes their reading behaviors. This study addresses that gap and examines the influence of pre-university ER on reading styles and attitudes. ER was defined as reading accessible materials such as graded readers, leveled readers, or simple picture books; students who read only challenging texts (e.g., newspapers, magazines) were excluded. A 20-item questionnaire, adapted from previous research, was administered to 360 first-year students at a national university in western Japan (February 2025). Only 43 students (11.9%) met the ER criteria. Mann–Whitney U tests comparing students with ER experience to those without revealed significant differences in confidence in reading fluently ($z = 2.84, p < .01$), enjoyment of reading ($z = 2.19, p < .05$), and tolerance for unknown words ($z = 2.03, p < .05$). Findings suggest that even limited ER experience prior to university can yield measurable advantages in fluency, motivation, and lexical resilience—pointing to the value of integrating ER into secondary-level EFL curricula.

The widespread availability of digital devices and internet access has led many learners in Japan to rely on online searches to understand unfamiliar vocabulary. Survey data indicate that the use of paper dictionaries has sharply declined in recent years, with few junior high or high school students owning one. While the immediacy and convenience of online lookups are appealing, this approach presents a significant pedagogical concern. Standard online searches typically display only a single definition, which may not correspond to the meaning required in the reading context. Furthermore, the ease of entering a word to obtain its meaning fosters a habit of immediate consultation, reducing learners' engagement in context-based inference. This habit diminishes opportunities to develop the most critical reading skill: the ability to deduce meaning from surrounding text. Over time, such dependency on instant retrieval can weaken overall reading comprehension and vocabulary retention. This study investigates how Japanese students respond to unknown words, identifies patterns in their vocabulary-learning strategies, and introduces instructional activities that highlight more effective approaches. Particular attention is given to the pedagogical advantages of paper dictionaries, and to strategies for encouraging their use as a means of reinforcing both lexical knowledge and contextual inference skills.

Refresh your phonics instruction. Learn how to engage children with discovering and solving how to read, instead of simply telling and drilling how to read. Phonics instruction is essential for children learning to read English, but teaching phonics can easily become rote, mechanical, and boring. This does not have to be the case. Learning phonics can be like playing with puzzles. Scott Thornbury's DOGME ELT is an approach to English language teaching that uses less classroom materials, encourages more authentic interaction, and generates many learning opportunities. The same is possible with phonics for young-learners. In this workshop, participants will observe an example of a DOGME phonics puzzle. This is one of the many phonics tasks from a decade of teaching bilingual young-learners English reading. Participants will learn how to scaffold and design their own age-appropriate phonics puzzles that are low on materials but high on engagement. This session is ideal for teachers seeking practical, screen-free strategies to refresh their early reading instruction. Walk away with tools to make phonics more meaningful, memorable, and fun for your learners.

In EFL classrooms, literature can serve as a bridge between language learning and intercultural understanding. This presentation draws on experiences teaching American literature to Japanese university students, where learners engaged with universal themes such as freedom, resilience, and family while comparing them with their own traditions. A key focus was the contrast between American individualism and the collective values and respect for tradition that remain central in Japan and much of Asia. As scholars such as Kramsch (1993) and Lazar (1993) have shown, universal themes can make foreign texts more accessible, while cultural contrasts stimulate critical reflection and deeper engagement. In practice, guided discussions, book reports, and comparative activities helped students discover both shared concerns and cultural differences, making literature more relevant and meaningful. The approach is adaptable to Southeast Asian classrooms, where students may also connect English-language literature with local culture and narratives. Participants will gain strategies for designing activities that foster engagement and intercultural competence.

Reading is an essential skill that every student must develop, but let's be honest—it's not always the most exciting part of the school day. Many students find certain texts dull or the questions repetitive, which can quickly lead to disengagement. Teachers, too, often feel the struggle of trying to keep students interested and focused, especially when the material doesn't naturally spark curiosity. As Sosothikul (1980) pointed out, when students lose interest, effective teaching becomes much more difficult. That's why it's so important for educators to recognize these challenges and look for fresh, creative approaches to make reading more enjoyable. A well-designed reading activity can turn a boring passage into something students actually want to explore. Join our session to discover three engaging activities designed to make reading lessons more interactive and enjoyable for students.

"As [students] move into contexts of use outside the classroom, EFL learners become ELF users" (Seidlhofer 2020), and in so doing they necessarily engage in contextualised discourses in the world. However in the current ESL program, use of prescribed syllabus material of British origin, causes students to focus on form without awareness of contextual cues for producing accurate or appropriate language. To remedy this, an Action Research process was used to investigate and address the issue. This found that students respond positively to discourse contextualised in their world. Students were provided with two texts about age-gap friendships by people of British origin, along with a prescribed adjective list from which students had to select appropriate descriptive items. It is hypothesised that local Cambodian voices would be more accessible to students. This presentation shows steps which any teacher can apply to supplement or substitute prescriptively form-focused material which may be culturally irrelevant or unmeaningful for students. Action research findings presented are of interest to local Cambodian teachers of younger and older adult learners of English.

This presentation explores how gamification can reshape approaches to teaching reading skills for young learners aged 10–14 in English as a second language contexts. In today's digital era, traditional reading activities often fail to sustain student interest; however, digital platforms provide new ways to turn reading into an engaging, game-like experience (Wang & Tahir, 2020). The session illustrates how quizzes, challenges, and team competitions can foster comprehension, build vocabulary, and encourage active engagement with texts (Putra, 2023). Emphasis is placed on the value of game elements such as leaderboards, rewards, and collaboration, which research shows can enhance motivation and improve learning outcomes (Mekler et al., 2021; Su & Cheng, 2015). Studies also highlight that gamification supports peer interaction and positive classroom dynamics (Kuo & Chuang, 2016; Caponetto et al., 2014). Teachers will gain practical strategies for integrating gamified reading into lessons even with limited resources, making use of freely available online tools. The session also considers the opportunities and challenges of applying gamification, offering insights into how educators can design meaningful, learner-centered reading experiences (Deterding et al., 2019). Participants will leave with strategies to create motivating activities that empower learners and connect reading with digital play.

In recent years, the integration of cultural awareness into English language teaching has received growing attention, particularly in the development of reading skills. Despite its significance, many classrooms still treat reading as a purely linguistic exercise, overlooking the cultural knowledge needed to fully comprehend texts. This lack of cultural context often leads to misunderstandings, limited engagement, and reduced motivation among learners. Addressing this issue is essential because reading is not only about decoding words but also about interpreting meaning shaped by culture. A possible solution is to design reading lessons that incorporate culturally relevant materials while also exposing students to diverse perspectives. Such an approach enhances comprehension, critical thinking, and intercultural competence, ultimately preparing learners for authentic communication. This presentation will explore strategies for embedding cultural awareness into reading instruction, with practical examples and classroom applications. It is intended for teachers and teacher trainees who aim to make reading lessons more meaningful and effective.

Reading, both the act of decoding and the making of meaning from text, can be a daunting skill set to teach. How can we, as educators, disentangle this for English Language Learners? How can we provide explicit and useful vocabulary instruction that supports reading, both in decoding unfamiliar words and in reading for entertainment and information? In this workshop, we will explore multiple methods for introducing and practicing vocabulary in preparation for reading, as well as a variety of approaches for practicing reading skills. We will explore some potentially unfamiliar technological tools to help us identify and explain key vocabulary words from the specific texts we use, as well as other tools that can be used in the classroom by students to make explaining and sharing what they learn more engaging while requiring their use of higher order thinking skills. This workshop explicitly frames information in terms of how it can empower teachers to develop more interesting, engaging, and useful lessons for students. It advocates a pragmatic, gradualist approach to vocabulary instruction and provides a variety of strategies to guide students in their reading.

This session will show teachers how to teach reading effectively. Effective reading instruction in EFL classrooms combines three key principles: meaning, language, and fluency. Learners must first experience reading as a source of meaning. Texts should be interesting, at the right level, and linked to real purposes. At the same time, focused attention on vocabulary, grammar, and text features helps learners build the language knowledge they need. Finally, fluency activities, such as timed reading or repeated reading, strengthen confidence and automaticity. A balanced program mixes extensive reading for enjoyment with study tasks for deeper language awareness. Teachers can support students by scaffolding strategies, such as predicting, skimming, and inferring meaning—while reducing pressure and allowing choice. For novice teachers, the guiding idea is simple: make reading comprehensible, enjoyable, and frequent. When learners see reading as both useful and pleasurable, their skills, motivation, and confidence grow naturally.

Many learners feel anxious or unmotivated when asked to read in English, as texts are often too difficult and reading becomes more of a test than an enjoyable activity. Extensive reading (ER) addresses this issue by providing comprehensible input through engaging and enjoyable texts. While immediate gains may not always be visible, research shows that ER can lead to significant learning outcomes. In fact, analysis of the data indicated that students participating in reading activities gained knowledge, expanded their vocabulary, and developed practical skills applicable to reading, writing, and oral presentations (Renandya, 2007; Ruiz de Guerrero & Arias Rodríguez, 2009). Despite its advantages, the implementation of Extensive Reading (ER) can face several obstacles, such as time constraints within an already busy curriculum, limited teacher familiarity with ER, low levels of student motivation, and inadequate support or resources from school (Renandya, Hidayati, & Ivone, 2021). This presentation will explore the advantages of ER while identifying common challenges that limit its effectiveness in the classroom.

Traditional reading lessons often lack engagement and fail to get students actively involved in learning especially in mixed-level ESL classrooms. To deal with that issue, the 5E teaching method (Engage, Explore, Explain, Elaborate, Evaluate) offers a good framework for reading instruction to make the lessons more engaging, interactive, and practical for daily classroom use (Bybee, 2014). Therefore, this presentation shows how differentiated 5E reading approaches can transform reading lessons into engaging experiences. Also, by turning each 5E step into interactive learning stations, students can actively participate through peer collaboration, creative projects, and real-world connections rather than just listening passively (Horn & Staker, 2015). Furthermore, this practical approach uses existing classroom materials and flexible grouping to make the 5E method easy to use in any classroom setting. As a result, students become more interested in reading while teachers get a manageable system that works with different skill levels and classroom sizes. This presentation is perfect for ESL teachers who want to make their 5E reading lessons more engaging, interactive, and practical for everyday classroom use.

Reading is not only a source of information and a pleasure activity but also as a mean of consolidating and extending one's knowledge of the language (Patel and Jain, 2008). Even if reading comprehension is the process to get precise understanding of the writer's message through extracting and constructing meaning by collaborating the reader's background knowledge and interaction (Indrayani, 2014), the problem of the students in reading skill is still comprehension. Students need different strategies to comprehend the texts of various reading materials. Therefore, applying the reading skills of skimming and scanning is essential in teaching reading especially in the context of digital learning and teaching nowadays. How well the students are able to deal with reading materials will depend on the reading strategies that are utilized. Therefore, this presentation will introduce different ways of teaching the reading skill either for intensive or extensive reading texts along with its definitions and differences, some suitable techniques to apply for some reading question types with skimming and scanning, and how-and-when to apply the techniques accordingly as well as some suggestions and challenges related to the implementation of the strategies. This presentation is recommended for all ESL teachers or educators of Adult learners.

Reading comprehension is essential for students' academic success; however, many primary students in Cambodia still have difficulty understanding texts. This study investigates the impact of the Somebody-Wanted-But-So-Then (SWBST) strategy on enhancing reading comprehension among fourth-grade students in Battambang, Cambodia. Cambodian students often struggle with understanding texts, especially when identifying main ideas and summarizing texts. To address this, the research utilized a mixed-methods approach, incorporating both experimental and control groups. The experimental group received instruction using the SWBST strategy, while the control group continued with traditional teaching methods. Pre-tests and post-tests were conducted to evaluate reading comprehension, and qualitative data were collected through student interviews to understand students' perceptions of the SWBST strategy. The results revealed that students taught using the SWBST strategy significantly outperformed their control group, particularly in identifying main ideas and summarizing texts effectively. Furthermore, a strong correlation was found between reading comprehension and writing skills, emphasizing the interdependence of these literacy components. Students reported positive experiences with the SWBST strategy, highlighting increased engagement and understanding during reading activities. These findings suggest that the SWBST strategy should be widely adopted in Cambodian primary education to improve literacy outcomes and create a more conducive learning environment.

Reading comprehension is a necessary skill for EFL learners; however, many students are struggling with this due to limited vocabulary, weak reading strategies, and other influential factors. This study investigates the influential factors on Cambodian EFL students' reading comprehension ability, examines the statistically significant differences between students from different backgrounds with the influential factors on students' reading comprehension ability, and proposes strategies for improving students' reading comprehension ability. Survey questionnaires will be used as a data collection tool to collect 287 students studying English at a language center. This study is expected to indicate that motivation and vocabulary are strong predictors of reading comprehension, while strategies such as inferring, predicting, scanning, skimming, questioning, and visualizing are highly effective in supporting reading comprehension. The audience in this session will advance insights into practical classroom approaches to strengthen reading comprehension, considering influential factors and reading strategies. By the end of the session, teacher-participants will be encouraged to apply these strategies and findings in their own classrooms to support students becoming confident and independent readers.

It seems as though literature is not utilized enough when teaching English to speakers of other languages, even when the focus is teaching reading. In this session, participants will be introduced to simple yet effective ways to use literature, especially Young Adult Novels and Newbery Award winners, in the EFL, and in fact, in any, classroom. As well as inculcating a love of reading in our students, this session will demonstrate how lessons on grammar, vocabulary, academic writing, creative writing, reading comprehension, syntax and colloquial English can all be created from within the pages of Young Adult and Newbery Award novels. These strategies can also be utilized when teaching Speaking, Reading, Writing, Grammar, Vocabulary, Young Learners, and, when paired with a film version of the novel, even Listening. Information will also be shared on specific tools to improve reading ability.

Reading is an essential skill for second language learners, yet many English language students struggle to move beyond decoding words to truly understanding and engaging with texts. This presentation explores what effective reading entails in the context of ESL education and offers practical, research-informed strategies to support learners in making meaning from what they read. By focusing on comprehension, vocabulary development, and critical thinking, these strategies aim to bridge the gap between surface-level reading and deep understanding. Suitable for both older children and adult learners, the session will provide actionable insights for educators seeking to foster meaningful reading experiences in their classrooms. Participants will also be encouraged to reflect on their current practices and consider how small shifts in instruction can lead to significant gains in learner engagement and comprehension.

Teachers have to constantly be on the lookout for designing appropriate and interactive academic materials. This very task is done almost on a daily basis but it can get quite challenging when ideas are running out. However, with the fast paced development of technology; AI plays such a huge role in various sectors including education. With the assistance of AI, teachers can minimize their time consumption and maximize their efficiency in lesson planning. (e.g., Li & Wang, 2023; Smith et al., 2022) highlight the potential of artificial intelligence (AI) to enhance literacy instruction through adaptive content and personalized learning support. Teaching reading can make the session get repetitive and tedious quickly if not properly planned; it is especially even more difficult if the reading lesson is to be taught to young learners whose attention span is easily distracted. This presentation is recommended for teachers who are teaching students whose age group is from 10 to 14 years old.

This paper explores creative and innovative ways to make reading lessons exciting for young learners by blending technology with interactive classroom activities. In today's digital era, teachers have endless opportunities to turn traditional reading lessons into fun, meaningful, and student-centered experiences. The study highlights how educational apps, digital storybooks, online games, and multimedia tools can boost students' comprehension, motivation, and confidence while nurturing a genuine love for reading. By pairing technology with hands-on activities such as storytelling, reading races, role-plays, and picture-based discussions, teachers can bring stories to life and make every reading session an adventure. The paper also showcases practical classroom examples and adaptable techniques that cater to different learning styles. Ultimately, it demonstrates that when creativity, playfulness, and technology meet, reading becomes more than a skill—it becomes an engaging journey that inspires young learners to read with curiosity and joy.

According to Oxford Learning (2019), about one in five students struggle to learn to read in a second or foreign language. As reading is an essential academic skill, difficulties in reading may cause students to experience challenges in other subject areas, such as listening, speaking, and writing. As ESL/EFL teachers, we cannot take this issue for granted and must find effective ways to help students develop their reading comprehension skills. Therefore, this session aims to share a range of engaging classroom activities with teachers who face difficulties in teaching reading comprehension. First, it will highlight common issues encountered by ESL/EFL teachers and students in the teaching and learning of reading comprehension. Second, it will recommend engaging reading activities to address these issues. Finally, the session will conclude by discussing key challenges involved in implementing these activities. This session is highly recommended for all ESL/EFL teachers.

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XVIII. Teaching Speaking (SPE)

SPE 2

30-minute Paper

CHALLENGES FACE IN SPEAKING ENGLISH LANGUAGE: STORIES AMONG MATIGSALUG TRIBE

Target Audience: Program Managers

SEVILLA Heide, CATULONG Genevive and SALMORIN Jonna Joy

English is the most widely spoken language globally, serving as a lingua franca in various domains such as education, business, and international communication. Language proficiency has been linked to academic success, career advancement, and social integration. However, indigenous communities, mastering English poses significant challenges due to linguistic, cultural, and socio-economic barriers. The unique difficulties face by Indigenous students, the Matigsalug tribe, often grapple with limited access to resources, language instruction tailored to their needs, cultural misalignment in educational approaches. These highlight the obstacles face by Indigenous learners, it remains a gap in understanding the coping strategies, insights gained by these students as they navigate the process of learning English. They need to balance their cultural identity with the demands of learning a global language. It aims to identify their challenges, the mechanisms they use to overcome these obstacles. By doing so, it contributes to a deeper understanding of how culturally responsive Indigenous learners that promotes language acquisition in education.

SPE 4

30-minute Workshop

Nurturing Eng-trepreneurs: Incorporating Business-themed Activities into IELTS Speaking Lessons

Target Audience: Teachers of Adults

NGUYEN Ngoc Thao Nguyen

In today's competitive job market, equipping English learners or IELTS test-takers with both language proficiency and career readiness is equally crucial. However, IELTS lessons are often labelled as overly academic and test-focused, with limited opportunities for authentic language use. In this workshop, the presenter will describe her experience in embedding business concepts into a typical IELTS Speaking lesson to bridge the gap between real world settings and classroom environment, making the learning process more relevant and meaningful. The speaker will first introduce some basic business-related concepts that can be adapted to align with different parts of the IELTS Speaking lesson, including market research, business pitches and panel discussions. Then the speaker will divide participants into groups of four or five and demonstrate how to tailor each concept to an activity for a specific IELTS Speaking part, followed by participants' hands-on practice and reflection. The workshop will conclude by reflecting on the implications for the session participants' own classroom.

SPE 5**30-minute Poster Session****How to encourage students to maximize their speaking in the classroom****Target Audience: Teachers of Adults****CHEAN Phorn**

At first glance, speaking may appear to be one of the easiest language skills to acquire when learning a foreign language. However, according to Shabani (2021), speaking accurately is in fact the most challenging skill, largely due to its demand for immediate oral responses and real-time interaction. The ability to communicate fluently and correctly in English is closely tied to academic success and the ability to navigate diverse professional contexts (Aryal, 2024). Mastery of speaking skills requires joint effort from both teachers and students. Teachers must ensure that they provide consistent opportunities for students to practice speaking in the classroom through techniques such as pair work, group work, discussions, and debates. Equally important, teachers must foster a supportive learning environment in which students feel respected, valued, and empowered to express themselves (Aryal, 2024). On the other hand, students must remain motivated and willing to actively participate in speaking activities. This presentation draws on the presenter's nine years of teaching experience to illustrate practical strategies for engaging students in classroom speaking tasks.

SPE 7**30-minute Workshop****Building Speaking Confidence in Mixed-Level Young Learners Through Digital Pair Work****Target Audience: Teachers of Young Learners****HONG Nana and SIN Puthvicheka**

In English language classrooms for young learners, developing speaking confidence is an important objective, but it is still one of the most difficult abilities to develop. In a mixed-level class, more confident students tend to be more active and speak more than less confident ones, which leads to unequal engagement and little improvement. Speaking is a crucial skill in language development and many pupils fall behind without balanced practice. It is imperative that this difficulty can be addressed and solved. An effective approach is digital pair work, in which students work together using basic digital tools, namely interactive activities, or other collaborative platforms. This presentation will demonstrate practical classroom activities and align with useful examples of digital pair work in action. Participants, particularly English teachers of young learners, will leave with adaptable and effective strategies to build speaking confidence and improve participation in mixed-level classrooms.

SPE 9**30-minute Workshop****From Oops to Awesome: Practical Spoken Error Techniques You Can Try Tomorrow****Target Audience: Teachers of Young Learners****CHAN Sida**

Making mistakes is a normal part of learning to speak English, but correcting them in a helpful way can be challenging for teachers. This workshop explores simple, practical ways to support students' speaking while keeping their confidence high. Participants will look at real classroom examples, discuss different types of spoken errors, and try out correction techniques in small groups. The session focuses on strategies that allow students to notice and learn from their mistakes without interrupting fluency. Teachers will leave with practical strategies they can apply immediately in their own classrooms. These techniques turn everyday speaking errors into learning opportunities, helping students build both accuracy and confidence. Teachers of all levels and experience will find these methods easy to understand, flexible, and suitable for a variety of classroom situations. This session is designed to make spoken error correction manageable, effective, and engaging for both teachers and students.

SPE 10**30-minute Workshop****Breaking the Silence: Engaging Pair Activities to Boost Students' Speaking Skills****Target Audience: Teachers of Adults****BORN Kino, ROK Pros and ROK Pros**

Pair speaking is widely recognized as an effective approach to enhancing students' oral communication skills, yet teachers often face challenges in selecting activities that both engage learners and promote meaningful interaction. The difficulties lie in balancing students' varying proficiency levels, maintaining motivation, and creating tasks that encourage authentic language use. Despite these challenges, well-designed pair activities can significantly improve students' confidence, fluency, and collaborative skills. This workshop discusses three suggested pair work activities—sitting down face to face, sitting down back to back, and standing up face to face and designing the materials which are best for each activity as practical strategies for fostering active participation in the classroom. Each activity is designed to increase engagement, provide opportunities for authentic communication, and support students in developing their speaking ability in a structured yet interactive environment.

SPE 11**30-minute Workshop****The Power of Taboo: Engaging Learners in Spontaneous Speaking****Target Audience: Teachers of Young Learners****TEP Thayanuth and BUN Tharith**

Production is a crucial step to measure students' ability to produce meaningful output relating to the language they have learnt. However, sessions with productive tasks such as speaking and writing can be boring due to traditional methodologies. Speaking activities don't have to revolve around pair work or group discussions. We can agree that it is difficult to have students engaged with one another, especially the passive and shy ones. Many educators believe that it is a taboo to control or hinder students' responses. What if restricting means allowing them to discover their greatest potential? In this presentation, we will showcase how students can be encouraged to speak more with an almost forgotten game, called "taboo". This will be helpful for teachers who are struggling to find fun and engaging speaking tasks.

SPE 13**30-minute Workshop****Is phonology outdated? Integrating the importance of phonology into daily classroom activities.****Target Audience: Teachers of Young Learners****RATHBOREY Leng and HORN Sothearith**

In this contemporary classroom where English is regarded as a foreign language, teaching pronunciation is the most complicated skill which is often disregarded by various stakeholders. For learners, they seem to be reluctant to pick up the right word stress, and not to mention the effort to comprehend the phonemic chart. Class instructors themselves may face challenges in pronouncing the words accurately and in drilling students into the difference of sound system between native and foreign language. Moreover, pronunciation seems to take a secondary role in coursebooks leading to the lack of clear guidelines. Therefore, there should be constant attention to integrate more pronunciation activities as this will affect students' lifelong learning, real-life communication, language proficiency, and spoken fluency. Hence, this workshop will bring back the significance of phonology to the classroom with the aim of achieving intelligibility. We will cover the challenges, limitations, and the importance of phonology. Teachers from all levels will be employed with practical fun activities in the integration of pronunciation to their daily teaching activities. These hands-on techniques will simplify the complexity of pronunciation nature to ensure that students can master the correct pronunciation.

Many learners struggle to extend their responses in speaking activities, often giving short or incomplete answers that limit their performance in both classroom discussions and IELTS speaking tasks. This challenge is significant due to the ability to elaborate on ideas is essential for communicative competence and achieving higher band scores. To address this issue, this presentation will depict the use of YouTube educational channels and podcasts as authentic digital resources for developing speaking fluency. By engaging with these platforms, learners are exposed to diverse topics, natural speech patterns and techniques, and vocabulary, which they can adapt to produce more extended and meaningful responses. The session will demonstrate practical classroom strategies for integrating these tools, as well as independent practice techniques that empower students to learn beyond the classroom. Educators will gain fresh resources and actionable tips, while learners will benefit from increased opportunities for self-directed practice. This presentation is recommended for students, educators, and advocates seeking to improve speaking fluency and test performance in the digital era.

Speaking is central to adult ESL and the skill most learners hope to use first. Yet in many beginner–lower-intermediate classes, adults stay quiet. Motivation and confidence are low; worry about grammar, pronunciation, or accent keeps them silent. Teachers report that keeping practice going and getting more voices into the room is hard. This matters because silence spreads beyond class. Even with daily “speaking time,” some learners hesitate with simple questions, which blocks progress and weakens confidence outside the classroom. This session is grounded in the presenter’s classroom work with adult groups. It pinpoints what keeps learners quiet and shows concrete routines that raise student talk time and make speaking feel safe: set up activities so students know what to say first. It also shows how small, repeatable steps can gradually build a habit of speaking with less hesitation. It also highlights how teachers can build comfort and confidence in speaking for learners at any level, so that even hesitant students begin to take part more willingly without constant encouragement from the teacher. Designed for ESL teachers of adult beginners to lower-intermediate learners—especially those who are self-conscious—seeking practical ways to help quieter students speak with more clarity, confidence, and purpose.

Task-Based Language Teaching (TBLT) emphasizes meaningful, goal-oriented communication, learner autonomy, and opportunities for negotiation of meaning. This presentation will introduce a classroom project that adapted the “Vox Pop” (voice of the people) interview format into a structured task cycle. Students created dilemma-based questions, conducted short interviews with classmates, and synthesized responses into concise oral reports, followed by reflections. Through the entire task cycle, learners practiced formulating and expressing their own opinions while actively listening to others’ and evaluating differing perspectives, thereby fostering critical thinking and reflective practice. In addition, the task design enabled students to engage in spontaneous and authentic interactions in a safe space, which led to improved confidence in initiating and sustaining conversations with peers they might not normally speak with. The session will outline the project design, showcase representative student work, and provide practical strategies for teachers seeking to implement short, interactive tasks that promote meaningful communication, learner autonomy, and critical thinking in the classroom.

In Japan, debate is widely used in classrooms to enhance students’ speaking skills (Stewart & Pleisch, 1998) by encouraging them to form arguments and engage in discussions with peers (Oros, 2007; Dallimore et al., 2010). Debate provides opportunities for students to express opinions in English and respond to others, simulating real-life communication (McLellan, 2017). However, few reference materials focus on the communicative aspects of debate (Robinson, 2017). Most existing resources emphasize structure and procedure rather than language development (Stewart & Pleisch, 1998), prompting EFL teachers to create their own instructional strategies. As a former high school ALT, I designed a semester-long course map for debate lessons. This presentation outlines that structure, incorporating the four macro skills—listening, speaking, reading, and writing—across stages: warm-up, instruction, practice, and assessment. To provide students with sufficient input before actual debates, I implemented preparatory activities such as one-minute monologues (“fast talk”), reading passages, gap-fill retelling, and outlining. Finally, a debate skills development plan will be proposed to guide future instruction. Keywords: Debate, Speaking Ability, Course Map, Language Skills, EFL Instruction

This study explores university students' perceptions of the factors contributing to effective group oral presentations in English as a foreign language (EFL) classroom. A mixed-method design was employed to collect both quantitative data and qualitative data. The questionnaire, administered to 99 students from the third-year English major classes, was developed from relevant literature on success factors for group oral presentations. It explored students' perceptions across different components such as linguistic competence, group collaborations, presentation skills, contributions among the team, instructor and peer feedback, and environmental support. To gain deeper insights into students' perceptions, semi-structured interviews were conducted with 8 students from the targeted research populations. Findings revealed that a variety of success factors were highly rated by the respondents. Findings also highlighted specific challenges that negatively affected the presentation quality. The integration of both quantitative and qualitative data provided a comprehensive understanding of the multidimensional nature of oral group presentations in the EFL context. The study proposed recommendations for both instructors and students to enhance the quality of group oral presentations in EFL university classrooms.

ABSTRACT THE PRONUNCIATION PROBLEMS FACED BY BALINESE STUDENTS IN SPEAKING ENGLISH IN THE BALI TOURISM DESTINATION Made Budiarsa IPB International Bali, Indonesia Email: madebudiarsa53@gmail.com The purpose of this study is to understand the causes of errors in pronouncing English phrases or words correctly to avoid misinterpretations. The method used in this study is a qualitative approach with a direct observation component and a careful examination of the differences between Balinese and English consonants. The results of this study indicate that the primary cause of English pronunciation errors among students studying English at Balinese tourism schools is the difference in consonant pronunciation between English and Balinese. This difference occurs due to the location of articulation between the English and the Balinese language. The Balinese language does not have double consonants. In contrast, English often has double consonants at the end of words, making pronunciation difficult for Balinese students studying English as a foreign language, which can result in mispronunciations. To solve these pronunciation problems, it is essential to focus a curriculum on pronunciation related to English consonants that are absent in the Balinese language. **Keywords:** Pronunciation, consonants, double consonants, pronunciation problems, pronunciation differences

Slow or reluctant learners frequently encounter certain barriers in acquiring English, particularly in vocabulary retention, pronunciation, and oral or speaking confidence. These challenges often postpone their motivation to participate actively, even in supportive small-class settings. Conventional drills and repetitive methods, though widely used, can feel monotonous and limited-response, further discouraging learners from speaking. This presentation is designed for educators, teacher trainers, and language practitioners who work with students requiring additional encouragement and support specially for those who deliver the language to the lack of basic speaking knowledge learners. It introduces music and rhythm as dynamic pedagogical tools to enhance memory, promote fluency, and reduce speaking anxiety. Through interactive demonstrations, participants will explore strategies such as vocabulary chants, grammar raps, and song-based dialogues, while discovering how rhythm engages both hemispheres of the brain to make repetition enjoyable and effective. The session will also highlight practical adaptations for different age groups and provide targeted solutions for supporting shy or less confident learners. By the conclusion, attendees will gain effective innovative, well-informed activities that transform English learning into a memorable, motivating, and confidence-building experience for slow or reluctant learners.

This project explores how poster presentations can effectively increase Student Talking Time (STT) in the language classroom. By shifting the focus from teacher-led instruction to student-centered communication, poster presentations encourage learners to research, organize, and present ideas in their own words. The visual and interactive nature of posters provides a meaningful context for students to speak, explain, and respond to peer questions. Activities such as gallery walks, peer feedback, and group discussions further promote authentic language use and spontaneous interaction. The teacher's role becomes that of a facilitator, guiding and supporting rather than dominating classroom talk. The results indicate that poster presentations not only enhance fluency and confidence but also foster collaboration and creativity. Overall, this approach provides an engaging, communicative framework to increase STT and empower learners to take ownership of their language use.

Teaching and practicing speaking can be particularly difficult with young learners. Since practicing speaking is extremely important to language acquisition and familiarizing students with conversational speech, students are encouraged to do a lot of it in the class. Given the large differences between colloquial and formal English, exposure to the former is crucial for students. However, with young learner classes it can be infeasible to allow every student adequate speaking practice and participation. Furthermore, curriculum needs may require less speaking in order to reach reading and writing targets. Finally, many students seek to improve their English specifically to achieve test scores, which often have no speaking component. Thus, many young English learners assign less importance to improving their conversation ability, and teachers may feel unable to devote more lesson time toward it. It is therefore important that English teachers incorporate more enjoyable speaking practice and activities, even if only as warmups, to motivate students to speak more so that this essential component of language learning is motivated to practice by young learners.

Although there are many ways to learn English, speaking confidently in real situations remains challenging, particularly for beginners who often struggle with both proficiency and confidence. Developing this skill requires consistent practice and a supportive environment of their peers/teachers. Teachers can utilize innovative tools, such as podcasts, to assess and enhance students' speaking performance through audio and video activities (Inada, 2021). However, to avoid overreliance on technology, students should also be engaged in structured peer conversations. This does not mean placing them directly into groups, but guiding them step by step, so they have time to organize their thoughts and practice what they want to express before participating in actual communication (Richards, 2008). Through this combination of technology and carefully scaffolded interaction, students gradually build both competence and confidence in real-life English communication.

XIX. Teaching Vocabulary (VOC)

VOC 2

30-minute Paper

Teaching Prefixes and Suffixes Using TOEIC Vocabulary Lists: A Practical Approach for Low-Level ESL Learners

Target Audience: Teachers of Young Learners

RATES Patrick

This presentation introduces a vocabulary teaching method focused on prefixes and suffixes, using word lists from the TOEIC test. Many low-level ESL learners struggle with understanding how English words are built. Teaching them basic affixation patterns can help them guess the meaning of new words and remember vocabulary more easily. In this classroom-based study, students learned vocabulary through short, focused lessons on common prefixes and suffixes. The lessons were 10 minutes each and taught once a week over five weeks. Students were introduced to 12 new words and 3 idioms in each lesson. Half the students received instruction on word parts (e.g., pre-, un-, -ful, -tion), while the others just memorized word meanings without learning affixation. A short post-test was given to both groups to measure vocabulary growth and pattern recognition. Results suggest that even short affix-based instruction can support better word retention and reading confidence in TOEIC-focused ESL classes. This approach is easy to adapt and works well with existing textbooks or test prep materials.

VOC 3

30-minute Paper

From Exposure to Acquisition: Improving Vocabulary for ESL Reading Passages

Target Audience: Teachers of Adults

DILENSCHNEIDER Robert and DILENSCHNEIDER Kathryn

ESL textbooks often incorporate a few vocabulary exercises to familiarize students with new words they will encounter in reading passages. Unfortunately, the quantity and quality of these exercises may not always be sufficient to help students learn the meanings of a new word before they read. For example, to learn a new word Nation (2001) and Webb (2007) both expressed multiple exposures are necessary for initial processing and Graves (2006) and Schmitt (2008) both emphasized a variety of contexts are important to utilize a new word to acquire it. Therefore, based on textbook design and vocabulary research, this presentation will be structured in three parts. First, this presentation will discuss format issues concerning the number, type and placement of vocabulary activities typically incorporated into ESL textbooks for reading comprehension. Second, this presentation will share research related to word frequency and exposure (West, 1953; Schmitt and Schmitt 2012; Nation, 2014). Third, with these two frameworks, this presentation will discuss and show examples of how ESL instructors might design or incorporate vocabulary activities to help students learn new words to read passages.

Vocabulary acquisition remains one of the most persistent challenges for English language learners, particularly in contexts where traditional memorization often results in limited retention and low learner engagement. This issue is especially relevant in EFL classrooms where learners may lack authentic opportunities to practice new words. Addressing this problem is essential, as a rich vocabulary is fundamental to improving learners' reading, writing, listening, and speaking skills. Wordwall, an interactive online platform, offers a practical solution by transforming conventional vocabulary practice into engaging, game-based activities. Through its customizable features, teachers can create interactive quizzes, matching tasks, and word games that promote active learning and repetition in enjoyable ways. This presentation will explore how Wordwall can enhance learners' motivation, participation, and vocabulary retention, supported by classroom examples and learner feedback. Participants can expect to gain practical strategies for integrating Wordwall into their teaching and adapting it to different proficiency levels. The target audience includes EFL teachers, trainers, and educators interested in applying technology to support vocabulary learning.

To acquire a language, vocabulary plays a key role as it is an initial lesson to gain and develop the other 4 major skills. Developing a practical vocabulary is essential for learning a foreign language at the elementary level (Cameron, 2001). Elementary students normally encounter several challenges in vocabulary acquisition, including pronunciation, spelling, inflections, understanding meaning and usage, and retaining new words or phrases (Susanto, 2021). As Wilkins (1972) states, "without grammar, very little can be conveyed, without vocabulary nothing can be conveyed". This indicates that without enough vocabulary mastered, learners will have difficulty using the language to communicate. While vocabulary is pretty vital, learners at the elementary level have limited vocabulary. Therefore, teaching vocabulary to elementary students needs precise methods which are supported by technology to help students learn effectively. This presentation will cover several methods suited in the digital era, along with the possible challenges and solutions after implementing these methods. This presentation is intended for all ESL educators, especially teacher trainees.

Many students in Asia enter university with only partial command of the high-frequency English words they need, leaving significant vocabulary gaps that hinder both communication and academic study. Even students who master the 2,808 items of the NGSL (New General Service List) still fall short of the lexical coverage required for success in content-based or EMI (English Medium Instruction) courses, where comprehension typically demands 95% word knowledge (Nation, Waring, Schmidt, et al.). This presentation describes a practical, classroom-tested solution: a two-pronged program that equips first-year students with both a stronger foundation in general English vocabulary as well as the academic vocabulary needed for university-level reading and discussion. To target essential high-frequency items, the research team created the “NGSL Keyword 400,” an optimized word list refined through student testing. Next, it developed a personalized vocabulary book and interactive Quizlet decks to reinforce learning through highlighting, annotation, and flashcards. To meet the challenge of academic texts, the team combined four major corpus-based word lists into a 1,500-word academic list, supported by parallel print and digital resources. Faculty attending this session will gain not only insights into effective vocabulary instruction but also access to ready-to-use classroom materials adaptable to their own teaching contexts.

This study reports on the important but often overlooked selection of an appropriate word counting unit (WCU) for vocabulary teaching and learning in the area of computer-assisted language learning (CALL). The differences and similarities between various categories of WCUs will be explained in detail during the presentation (i.e., all word tokens (i.e., All Forms and Meanings (AFM), plemma, lemma, flemma, and Word Family (WF)). The topic of WCUs in the last decade has gained popularity in academic circles, and recent research questions the appropriateness of the use of the WF as a WCU for ESL/EFL students (e.g., McLean, 2018; Stoeckel et al., 2020). However, few studies address on-the-ground teaching practices and perspectives. This mixed-approach study, conducted through an online questionnaire, collected both quantitative and qualitative data from 30 ESL/EFL teachers in Japan. The questionnaire surveyed their vocabulary teaching experience and views regarding five categories of WCUs (i.e., AFM, plemma, lemma, flemma, and WF).

Vocabulary plays a pivotal role in language learning, yet majority of learners still struggle to grasp not only the form but also the deeper meaning and correct usage of new words. This is partly because the term vocabulary is used in different contexts, and it is not just about acquiring words, but also using them correctly and effectively, (Bai 2018). A recurring challenge in classrooms is that teachers as well as myself previously often rely on direct explanations and ask “Do you understand?”, which are unlikely to achieve sufficient outcomes, (Chadburn Publishing, 2006). Addressing this issue is crucial because accurate vocabulary comprehension underpins learners’ confidence, and long-term language development. Therefore, one powerful solution is to integrate Concept Checking Questions (CCQs) into vocabulary lessons. CCQs is important to incorporate into lesson materials, ensuring that learners internalize all the essential variations of vocabulary. This presentation will demonstrate practical strategies for integrating CCQs in teaching at pre intermediate level. It will outline common pitfalls, provide practice examples, demonstrating how CCQs can be embedded naturally into teaching. The session targets English teacher seeking to improve classroom questioning techniques. By the end, participants will understand CCQs, and apply them productively to support vocabulary learning.

Key Technique: Teaching Vocabulary (Concert Reading)
Category: Language Acquisition (ACQ); Methodology (MET); Motivation (MOT); Teaching Vocabulary (VOC); Teaching Young Learners (TYL)
 Krashen (1982) highlights that emotional factors—such as motivation and anxiety—act as a psychological “filter”. This session will introduce practical, engaging activities that incorporate music, movement, and visual aids to enhance learning and memory retention, while minimizing negative emotions such as anxiety and worry. Participants will explore how to effectively use interactive techniques—particularly songs—through the Concert Reading method. Concert Reading goes beyond simply reading aloud; it is a performance-based approach designed to capture learners’ attention, establish a positive emotional connection with the material, and improve overall comprehension. Participants will learn how to create a supportive, stress-free classroom atmosphere in which learners feel confident using new vocabulary. This presentation will equip educators with hands-on strategies and adaptable resources to transform vocabulary lessons into rich, multisensory experiences. By integrating auditory, visual, and kinesthetic learning modes, teachers can engage diverse learning styles and foster a more dynamic and inclusive learning environment. By the end of the session, participants will leave with a practical toolkit of adaptable activities and song suggestions that can be tailored to various educational contexts.

VOC 11**30-minute Workshop****Active Vocabulary Building Through Three Interactive Classroom Techniques****Target Audience: Teachers of Young Learners****HENG Huykeang**

Teaching vocabulary is essential not only for students' language learning but also for teachers' personal and professional growth. According to Dixon, (2016) indicates that through effective vocabulary instruction, students expand their knowledge, strengthen their word usage, and develop skills that support overall language proficiency. Yet, teaching vocabulary can be challenging, limited resources, difficulty choosing effective strategies, and time-consuming classroom procedures often make the process daunting for educators. This presentation addresses these challenges by introducing three fun, creative, and easily implementable vocabulary activities designed to actively engage learners and promote meaningful language development. Whether a teacher or teacher trainer seeking practical, innovative teaching techniques, this session offers valuable tools to transform vocabulary lessons into dynamic and enjoyable experiences. Join this session to refresh your teaching approach and empower your learners with lasting vocabulary skills.

VOC 12**30-minute Paper****Enhancing Vocabulary Learning: Student-Created Tests and Digital Tools for Increased Motivation and Retention****Target Audience: Teachers of Adults****OWENS James Emmet**

In this presentation, we explore a method for teaching vocabulary where students create their own vocabulary tests. Previous research by the author and a co-researcher had laid the theoretical foundation for this approach. Other recent studies suggest that involving students in the test-creation process enhances motivation and possibly word retention. Additionally, digital tools and game-based learning software, like Kahoot, facilitate greater student interaction. I will discuss the selection and justification of vocabulary, the variety of test questions designed to deepen word knowledge (Nation, 2013), the rationale behind having students create the tests, and student feedback on this method, both in terms of how much they enjoyed the process and the extent to which they felt it was effective. The presentation aims to provide a useful example for educators seeking innovative, student-centred, and effective strategies for vocabulary teaching.

VOC 13**30-minute Workshop****Effective Vocabulary Teaching to Children and Teens****Target Audience: Teachers of Young Learners****SOK Rem**

Learning vocabulary is very important when studying a new language. It helps students understand grammar and makes reading, listening, and speaking easier. If learners don't know the meaning of words, it's hard for them to understand what they read. Students of all ages can read and understand better when they know more words. According to the National Reading Panel (2000), vocabulary knowledge strongly supports reading comprehension and overall language development. That's why teaching vocabulary well is important, especially for students who learn differently. If you find it hard to teach vocabulary, this presentation can help. It shows how to teach new words clearly, using fun activities and giving students lots of practice. You will learn how to use games, pictures, and real-life examples to help students remember and use new words. This presentation is great for teachers who work with children or teenagers.

This presentation looks at ways to help learners remember and use vocabulary without relying only on memorization. While memorizing words can be useful, it often leads to short-term recall instead of lasting understanding and real use. The session shares practical methods that teachers can use in their classrooms, such as learning words through stories or articles, using games, role plays, and group activities, and connecting words to learners' own experiences. These strategies encourage students to participate actively, think about the meaning of words, and use them in real situations. Participants will see how these techniques can be adjusted for different learners and classroom settings. The main goal is to help teachers support long-term vocabulary learning, improve learners' confidence in using new words, and make vocabulary lessons more interesting, meaningful, and useful in everyday communication.

Teaching vocabulary to young learners is often challenging, as traditional methods such as drilling and memorization provide recognition but little meaningful use (Cameron, 2001; Nation, 2013). These approaches may support short term learning but rarely lead to long term retention or communication. Task Based Language Teaching (TBLT), therefore, has been introduced to address these limitations by engaging learners in meaningful tasks where vocabulary is encountered, practiced, and recycled in context (Ellis, 2003; Willis, 1996). Activities such as games, storytelling, and problem solving encourage learners to use words purposefully, which supports both retention and motivation. This presentation will examine the role of TBLT in teaching vocabulary, outline key principles and strategies, and discuss challenges and practical suggestions for classroom application, which will be beneficial for EFL teachers, trainers, and curriculum developers.

In Japanese EFL classrooms, teachers often face the challenge of limited instructional hours, with only a few periods per week available for English. Within this restricted time, teachers must balance instruction across the four core language skills, leaving minimal space for explicit vocabulary teaching. Yet vocabulary knowledge is essential for communicative competence, reading fluency, and overall learner confidence. With research showing that learners feel that vocabulary should be addressed more in their instruction. This workshop, grounded in empirical studies and literature from the EFL/ESL field, introduces practical methods to maximize the efficiency of vocabulary instruction despite these time constraints. By highlighting strategies that promote learner autonomy and encourage student buy-in, participants will explore ways to extend vocabulary learning beyond the classroom. Attendees will leave with actionable techniques to make vocabulary instruction more sustainable, impactful, and aligned with long-term language development.

Spaced-repetition is the idea of pushing information from short-term to long-term memory by re-exposing oneself to it just before forgetting it. It is commonly used to memorize vocabulary, but it can be used to learn all kinds of information. This presentation focuses mainly on how teachers can incorporate Quizlet to conduct regular spaced-repetition vocabulary activities during class. The speaker will begin his presentation by giving a brief overview on some of the relevant research behind spaced repetition and how it works. Then, he will discuss some of the benefits of using Quizlet specifically, before showcasing a few activities and techniques he uses to conduct his in-class vocabulary study. He will also demonstrate how to leverage AI to build spaced-repetition vocabulary decks. Finally, the presenter will discuss limitations and outline ideas to further strengthen student vocabulary through the Quizlet platform.

Teaching vocabulary through easy and fun activities significantly boosts student motivation, engagement, and long-term retention. Traditional methods often rely on rote memorization, which can be tedious and less effective. By incorporating playful strategies such as word games, storytelling, role-play, and visual aids, educators create dynamic learning environments that cater to diverse learning styles. Activities like charades, word bingo, and vocabulary scavenger hunts promote active participation, contextual understanding, and emotional connection. These approaches also foster creativity, collaboration, and a sense of enjoyment, making vocabulary acquisition more meaningful. When learners associate words with experiences, emotions, or physical movement, they are more likely to recall and use them confidently. This paper presents practical, low-preparation activities that can be adapted across age groups and proficiency levels, providing teachers with effective tools to make vocabulary instruction more accessible, engaging, and fun for all learners.

Although Quizlet has long been a popular and reliable tool for practicing grammar and vocabulary, its recent limitations have prompted many educators to search for more adaptable and user-friendly alternatives. This workshop introduces Knowt, a free online platform that offers an impressive range of interactive features for creating flashcards, quizzes, and review activities that support different learning styles. The presenters will clearly compare Quizlet and Knowt, highlighting Knowt's advantages, unique functions, and the greater flexibility it provides for lesson preparation and student engagement. Participants will be introduced to how to create and organize resources on Knowt quickly and effectively, making it easy to adapt materials for various classroom contexts. By the end of the session, participants will have a strong understanding of Knowt's benefits and gain practical strategies and ready-to-use resources to confidently integrate this versatile tool into their language teaching practice.

Target Audience: Teachers of Young Learners

ORN Soknita

Teaching vocabulary remains one of the most demanding tasks for novice teachers working with children, young learners, and young adults. Many educators encounter challenges in sustaining students' motivation and engagement, particularly when they rely heavily on the same familiar online tools or classroom activities. To address this issue, this session aims to introduce teachers to a variety of alternative methods and interactive platforms beyond the widely used options such as Kahoot and Quizizz. The presentation will explore the effective use of tools like Baamboozle, Blooket, and JeopardyLabs, along with dynamic in-class activities such as Pictionary, Charades, and others. By incorporating these diverse strategies, teachers can enrich their lesson delivery, promote active learning, and create a more enjoyable classroom environment. This session is especially recommended for language educators who wish to enhance their creativity, adaptability, and ability to make vocabulary learning both meaningful and engaging.

Target Audience: Teachers of Adults

TOEK Bunvat

Vocabulary is the backbone of language learning, forming the basis for effective communication across major skills like listening, reading, writing, and especially speaking skills (Why is vocabulary important in language learning? 2022; Miller, 2023). Yet many learners struggle when encountering new or unfamiliar words, often leading to frustration and a loss of motivation. A limited vocabulary can restrict their ability to express ideas and fully participate in communication tasks. To address this challenge, it is essential to adopt learner-centered approaches that make vocabulary learning more meaningful and enjoyable. As Weimer (2013) highlights in Learner-Centered Teaching, shifting the focus from teacher to learner fosters greater engagement and autonomy. Integrating games into language lessons is one powerful way to achieve this. This presentation explores three dynamic activities, The Line, Sentence Race, and Ring It or Grab It First that encourage active participation and deeper vocabulary retention. By introducing these practical techniques, teachers can create more interactive classrooms that not only strengthen students' vocabulary but also boost their overall language proficiency.

Target Audience: Teachers of Young Learners

HAK Ratanak

Vocabulary is a key part of language learning, yet many students struggle to remember new words when lessons rely mainly on memorization and repetition. This study examines how simple competitive and interactive methods can make vocabulary learning more engaging, enjoyable, and effective for different types of learners. Activities such as team quizzes, true-or-false challenges, and word races were used with students across various proficiency levels. These classroom tasks encouraged active participation, cooperation, and friendly competition while helping learners recall, retain, and use new words in meaningful contexts. Observations showed that students were more motivated, confident, and responsive when learning through fun group games. Overall, applying simple interactive and competitive methods can make vocabulary lessons livelier and more practical, giving teachers creative and flexible ways to enhance engagement and support vocabulary development.

Keeping students actively engaged while building their vocabulary can be a challenge in many language classrooms. This presentation introduces three interactive activities—Bingo, Zoom In Zoom Out, and Word Association Race—designed to make vocabulary learning fun, communicative, and meaningful. Each activity develops different aspects of lexical competence: Bingo supports recognition and listening, Zoom In Zoom Out fosters contextual guessing and critical thinking, and Word Association Race promotes quick recall and word connections. Rooted in communicative and task-based learning principles, these activities encourage collaboration, active participation, and meaningful language use (Nation, 2013; Thornbury, 2002). The session will demonstrate how teachers can adapt each game for various proficiency levels, topics, and class sizes using simple materials or digital tools. Participants will learn to make easy-made templates, classroom-tested ideas, and practical strategies to transform vocabulary lessons into lively, student-centered experiences that boost engagement, confidence, and long-term word retention.

Vocabulary acquisition remains one of the most persistent challenges for English language learners, particularly in contexts where traditional memorization often results in limited retention and low learner engagement. This issue is especially relevant in EFL classrooms where learners may lack authentic opportunities to practice new words. Addressing this problem is essential, as a rich vocabulary is fundamental to improving learners' reading, writing, listening, and speaking skills. Wordwall, an interactive online platform, offers a practical solution by transforming conventional vocabulary practice into engaging, game-based activities. Through its customizable features, teachers can create interactive quizzes, matching tasks, and word games that promote active learning and repetition in enjoyable ways. This presentation will explore how Wordwall can enhance learners' motivation, participation, and vocabulary retention, supported by classroom examples and learner feedback. Participants can expect to gain practical strategies for integrating Wordwall into their teaching and adapting it to different proficiency levels. The target audience includes EFL teachers, trainers, and educators interested in applying technology to support vocabulary learning.

Developing a strong vocabulary base is essential for young learners as it enhances their abilities across all four language skills—reading, writing, listening, and speaking (Putra, 2016). A broad vocabulary allows students to better comprehend texts, express their ideas more clearly, and engage more confidently in classroom communication. However, teaching vocabulary effectively to young learners requires more than simply knowing the meaning of the words (Schmitt, 2008). Learners need to understand a word's meaning, pronunciation, spelling, and usage in context (Nation, 2001). This presentation introduces a range of engaging vocabulary-building activities specifically designed for young ESL learners. It also addresses common classroom challenges such as limited attention spans, mixed proficiency levels, and a lack of motivation. Teachers will gain an understanding of practical strategies that support engaging learning for young learners. The session concludes with a demonstration of selected techniques to implement them in their own classrooms. This presentation is recommended for teachers of young and adult learners.

XX. Teaching Writing (WRI)

Since 2022, the use of Artificial Intelligence (AI) among university students has exploded and, with rapid advances in AI tools, the task of generating an academic essay has never been easier. This workshop will address the challenges encountered and the solutions implemented in teaching an English academic writing course for Japanese university students (CEFR B1-B2). Recent studies have shown that AI-generated content frequently lacks critical thinking and human creativity, which can lead to academic essays that are unnecessarily complex and well beyond the proficiency level of second language learners. Furthermore, supporting the use of AI tools in the creation of academic essays deprives university students of learning the fundamentals of the academic writing process: outlining, drafting, revising, editing, and rewriting. Additionally, some students lose opportunities to consider and learn about thesis statements, topic sentences, discourse markers, paraphrasing, summarizing, in-text citations, and academic essay structures. This workshop will share with participants ten actionable strategies designed to combat AI in an academic writing course. Attendees can expect an interactive workshop with open dialogue on the topic of AI-generated content that not only explores the implications of uncontrolled AI dependency but also demonstrates practical classroom strategies that ensure students internalize fundamental writing skills.

Teaching writing in English language classrooms often involves a tension between following the product approach, which emphasizes accuracy and models, or the process approach, which values creativity, drafting, and feedback. While a lot of teachers might have misunderstood that they have to pick either one, the fact is that they can bring them together to serve their writing lessons. This presentation will explore how teachers can integrate both perspectives to meet learners' needs and interests. Drawing on real classroom practice and the literature, it will demonstrate practical ways to scaffold writing tasks, provide meaningful feedback, and encourage learner autonomy. Participants will leave with strategies for designing lessons that foster accuracy, fluency, and motivation, as well as insights into how technology (such as AI tools) can support writing development without replacing learner effort or taking away their learning chance.

Assessment of student writing at the university level often raises concerns about consistency, fairness, and clarity. Instructors may apply divergent standards, leaving students uncertain about expectations and outcomes. Norming—the process of collaboratively calibrating assessment practices—offers a means of addressing these challenges by fostering shared criteria and improving reliability in evaluation. This interactive session introduces participants to a brief norming exercise using an anonymized student writing sample and a concise rubric. Through this activity, participants will observe how evaluative judgments may diverge and how structured discussion can build consensus. The workshop will also highlight practical strategies for conducting norming sessions within academic departments, designing rubrics that are both rigorous and accessible to students, and incorporating considerations of equity and linguistic diversity into assessment practices. Attendees will leave with concrete tools, including a sample rubric and a template for facilitating norming activities, that may be readily adapted for use in their own instructional and faculty development contexts.

Writing is the last linguistic skill to develop and is generally the hardest skill to teach. This is particularly true in the case of those learning a second language. In EFL, genre refers to a method of classifying texts based on their intended purpose—each with its own unique set of conventions (structure and linguistic features). In order for students to be successful in academic settings, it is essential that they be able to recognize and understand a range of genres in order to successfully meet the demands of different writing tasks. While grammar is an important component of writing, it is not enough by itself; learners must also be able to apply the grammar appropriately in specific contexts (Derewianka & Jones, 2016). This session will focus on activities that employ a genre-based approach to teaching writing to learners of English. The session will explore various strategies for using genre to deconstruct model texts, making their linguistic and stylistic features more accessible to English-language learners. Participants will be able to engage with sample texts and see firsthand how explicit instruction of genre conventions can benefit the development of their students' writing ability.

The study examined peer oral feedback in enhancing students' revisions of their compositions, as there has been no evidence that teacher feedback helps students to progress as writers. Considering the research conducted by Schmid and Paulus (1999) and building on Vygotsky's socio-interaction theory, this study aimed to examine whether peer oral feedback results in the improvement of student writers' and editors' revised compositions in content, organization, and grammar in process description, giving instructions, classification, and comparison and contrast. The drafts and revisions of student writers and editors in the four expository text types were rated by expert evaluators in the areas mentioned above. A t-test was used to determine the levels of significant differences in the means of the drafts and revisions of the compositions of both student writers and editors. Results showed that all differences in means were statistically significant at $p < .05$. Student writers identified and corrected specific errors in content, organization, and grammar in their compositions, which enabled them to improve their writing skills. On the other hand, by conducting peer oral feedback, student editors were able to utilize their experience in the peer oral feedback activities to perform self-editing when revising and improving their compositions.

English as a Foreign Language (EFL) learners need to understand the expectations of their audience in composing an argument that successfully meets the writing task. Behind this fundamental exigency, however, lie significant rhetorical, discourse, and organizational differences in prose between East Asian writing and Western writing. This presentation aims to address these differences within the context of an instructor teaching English rhetoric to Chinese college learners enrolled in a writing course furnished by an American university that has a collaborative education partnership with a Chinese university. This study will furnish ways of eliciting learner awareness within this learner demographic, emphasizing stratagems or best practices that can facilitate this. Furthermore, there will be discussion of how tools such as generative AI impinge on this matter, with a focus on promising ways this technology can be used in the classroom to help students reach their learning objectives.

The teaching of second language (L2) writing has traditionally been taught to develop formal academic writing that focuses on discourse structure as well as grammatical and linguistic accuracy (Godwin-Jones, 2022). While important, these writing issues can now be easily remedied by AI or other computer assisted writing tools. However, an often-neglected skill is writing fluency (Nation, 2014). The reality for most L2 learners is that L2 writing is a slow, laborious process filled with long pauses and little output. As online, real-time written communication has become commonplace for L2 learners in their daily routines, the development of quick, spontaneous writing is vital. Therefore, this presentation will focus on the effectiveness of 10-minute timed writing on written output. A study was conducted examining Japanese intermediate-level learners were instructed to prioritize output quantity instead of accuracy. Treatments were administered once a week over one semester. There were 4 groups: Group 1 wrote on teacher-selected topics; Group 2 were free to choose their own topics; Groups 3 and 4 were non-treatment control groups. Written output was analyzed for statistical significance. The results indicate that 10-minute timed writing helps students unlock smoother real-time written communication in the fast-paced digital era.

An effective paragraph plays a pivotal role in the English language. However, mastering effective paragraph writing skills is challenging for non-native English speakers. The format of a paragraph is an integrated aspect of business and technical writing. The single paragraph consists of all the essential elements, such as a topic sentence, supporting sentences, and a concluding sentence. It is noted that learners usually face several challenges related to unity and coherence in writing paragraphs. It is, therefore, imperative for English as a foreign language (EFL) learners to understand the intricacies of paragraph writing. This presentation is designed for EFL teachers and university students who are very keen to explore effective strategies in writing paragraphs. Through the presentation and virtual engagement, participants will gain a comprehensive understanding of the effective paragraph writing and how it cultivates into knowledge and daily teaching practice.

Learning Writing is a vital part of acquiring English as a Foreign Language, as it plays a major role in supporting learners' academic success by deploying their linguistic competence in written form (Aliyu, 2020). However, it is one of the hardest skills to master. According to Pablo and Lasaten (2018), students struggle heavily in acquiring the skill due to the lack of materials, ideas, structural organization, and other related factors, leading to poor output of the skill. With the rapid development of AI-driven tools, various features, which offer great support to learners, have been introduced. They can acquire feedback on their structures, vocabulary, grammar, and punctuation during the writing process with more ease (Marzuki et al., 2023; Zhao, 2022). Therefore, this presentation aims to introduce the application of these AI tools to help promote learning autonomy among students in writing skill, as they can receive immediate constructive feedback. This session is heavily recommended for all ESL educators, teachers, material developers, as well as those whose students are struggling with developing writing skills despite much input from the teachers.

This presentation reports on an exploratory project conducted in a first-year foundational literacies course at a Japanese university. The course introduces students to multiple genres of academic and practical writing—narratives, emails, information reports, and essays—each assessed with a rubric outlining categories, descriptors, and scoring criteria. All assignments were hand-scored by the instructor for official grades. In addition, a random sample of assignments (with student consent) was also graded by an AI tool. These AI results had no impact on students' grades but were collected for comparison with teacher scoring. Similar studies have been carried out by researchers and practitioners, with mixed results, though some consistent tendencies have begun to emerge across contexts. The purpose here was not only to contribute another case to this developing body of work, but also to use the comparison as a way to reflect on my own grading practices and consistency. The presentation will share methods, findings, and reflections on the potential and limitations of AI-supported assessment in higher education writing courses.

In the post-pandemic era, teaching approaches continue to adapt to learners' needs in mastering English communication, particularly writing. Writing in a second language remains demanding, further complicated by the transition to online learning. This study examines the written corrective feedback (WCF) orientation and self-regulatory writing strategies (SRWS) of 230 ESL pre-service teachers across four campuses of Isabela State University. A descriptive-correlational design is employed, using validated questionnaires, with semi-structured interviews and document analysis for triangulation. Developmental research also informs the design of an instructional product. Findings show that participants demonstrate a high level of WCF orientation, valuing feedback for writing improvement but showing limited preference for online clarification. Frequently reported SRWS include feedback handling, idea planning, and goal monitoring, while motivational self-talk, peer learning, and AI integration are less practiced. Sex does not significantly influence WCF orientation but affects the use of some strategies, while year level produces significant differences in both WCF and SRWS. Positive correlations are observed between WCF orientation and all SRWS, indicating that students who value feedback regulate their writing more effectively. Based on these, the Extended Production Language Assessment Tasks (EPLAT) is developed to enhance feedback engagement, peer collaboration, AI-supported learning, and overall writing competence.

Providing timely and meaningful feedback is a challenge for writing teachers, especially in large classes. Many rely on large language models (LLMs) such as ChatGPT to correct grammar, but this surface-level feedback does little to support deeper writing development. This case study explores how rubric-based, parameter-driven prompting can guide LLMs to generate feedback that is more pedagogically aligned and useful for learners. Conducted with Saudi high school students at the B2 writing level, the study tested prompts that incorporated parameters such as global versus local concerns (e.g., organization vs. grammar), rhetorical features, and tone. Findings show that structured prompting improved the quality of LLM feedback by moving beyond error correction toward fostering higher-order writing skills. The presentation shares examples of effective prompts, the rubric-informed framework behind them, and practical strategies teachers can adapt in their own contexts. By reframing LLMs as tools for constructive feedback rather than grammar checkers, this study highlights new possibilities for supporting writing instruction.

Many teachers find themselves thrown into teaching IELTS Exam preparation classes with very limited training and depend on whatever coursebook or materials are supplied. With the Writing Task 2 (Essay) preparation, many teachers feel that is familiar and can be over-confident of their ability to teach what is required. Coursebooks available often lack coherent methods-based writing lessons. As a result, the IELTS Writing Task 2, while familiar, can leave teachers without a clear approach and exam strategy to pass on to their students. This poster presentation will illustrate the steps in the Genre-Process Approach to teaching IELTS Task 2 Writing. It will show a clear series of steps involved that when included in a series of lessons will give the candidate the skills needed and a clear method to complete the task successfully. It will take attendees through an example of an application of the Approach to the preparation for a specific IELTS Task 2 task and outline the series of lessons required. You will come away with a clear understanding of how to structure the preparation of students for IELTS Writing Task 2 and how you can apply this approach to any specific text.

This study explores the challenges and opportunities in developing effective academic writing skills among preparatory university students in Saudi Arabia. By collecting writing samples and analyzing them using peer-reviewed rubrics, key factors that hinder students' proficiency in academic writing, including language barriers, cultural influences, and limited access to advanced writing resources, will be isolated and managed through targeted practice sessions. Additionally, the research highlights the importance of tailored instructional approaches, emphasizing the role of peer feedback, technology, and writing workshops in improving writing competency. The study also underscores the significance of fostering a supportive academic environment that encourages collaborative learning, continuous practice, and measurable progress. The focus of the study is to help to draw students' attention to their relative strengths and areas of weakness in terms of their writing ability, and to offer feedback and instruction to help facilitate overall confidence building and general and specific improvements in this essential skill area.

Paragraph writing is a key foundation for effective communication in both academic and everyday contexts. Many EFL learners, however, often struggle to organize their ideas clearly and logically when writing. This presentation introduces a simple and practical approach to writing a short paragraph of eight sentences, consisting of a topic sentence, supporting sentences, minor details, and a concluding sentence. By breaking down the process into manageable steps, learners can gain confidence and clarity in their writing. The session will demonstrate useful classroom strategies, digital resources and activities to guide learners through this structure. Participants will also have the opportunity to see examples, explore online tools, and practice the framework for themselves. This presentation aims to equip teachers with a straightforward method to help their students write clear, well-structured paragraphs and to highlight that paragraph writing can be both accessible and enjoyable.

This workshop explores the use of Task-Based Language Teaching (TBLT) to support students in developing paragraph writing skills in the EFL classroom. Many learners face challenges in organizing ideas, providing adequate support, and maintaining coherence within a paragraph. Additionally, many students struggle with motivation when it comes to learning writing skills. Therefore, TBLT offers meaningful tasks that engage students actively with language while practicing essential writing skills. In this interactive session, participants will experience a mini-lesson designed around definition paragraphs to see how task cycles can guide learners in understanding paragraph structure and generating supporting sentences with details. Through hands-on activities such as analyzing model texts, categorizing ideas, and collaboratively creating supporting sentences, participants will gain practical insights into how TBLT can be applied to paragraph writing. By the end, participants will leave with adaptable strategies that they can apply to different writing genres and levels in their own teaching contexts.

Previous research has shown that different types of corrective feedback (CF) can differentially impact second language (L2) development. This study investigates the effects of two types of teacher-delivered, face-to-face CF, staged and direct, on the accuracy of lexical bundles in EFL learners' writing. Fifty-four participants were randomly assigned to one of two experimental conditions (staged CF, direct CF) or a control group and attended three treatment sessions. Participants completed a gap-filling task with a separate list of 30 lexical bundles. In the staged CF condition, learners first received teacher feedback highlighting errors and were encouraged to revise their drafts before receiving additional corrections from the teacher. In the direct CF condition, teachers provided immediate corrections for learners' errors during the writing task. Learners' development was assessed before, immediately after, and in a delayed post-test using a free writing task and a gap-filling task. Results showed that both teacher-delivered CF conditions outperformed the control group, but no significant difference was observed between the staged and direct CF conditions in the post- and delayed post-tests. These findings suggest that both forms of teacher CF can effectively enhance the accuracy of lexical bundles in EFL learners' writing.

This research aims to analyze research manuscripts of non-English educators to be published in a reputable international journal. These educators are non-English lecturers at Faculty of Education, Universitas Muhammadiyah Jakarta, Indonesia. They are lecturers of early childhood education, elementary teacher education, mathematics education, and Indonesian literature and language education. There are 10 papers used as the data. This study employs descriptive statistics approach in which the data are firstly analyzed in numbers followed by descriptive report. In analyzing the data, a writing rubric of Brooks (2013) is adopted. This rubric composes five scoring elements, i.e., content, organization, vocabulary, language use, and mechanics. The analysis data reveals that the educators are in the level of 'good to average' English writing proficiency. Among the five elements in the writing rubric, these educators performed the highest in 'language use', and the lowest in 'mechanics'. These results show that non-English educators need to upgrade their English writing ability, particularly academic writing, hence their research papers will meet the qualifications of international journals.

Writing is one of the most important language skills in both first and second language contexts. Many scholars have explored various approaches to providing effective feedback. With the rise of AI tools used in language education, this current research proposal investigates the comparative effects of AI-powered feedback and teacher-delivered feedback on learners' writing performance and their attitudes in Vietnam. The study employs a mixed-method research design including quantitative and qualitative data collection. The quantitative data involves a quasi-experiment with 100 second-year English majors to compare the effects of two types of feedback on learners's writing performance across five areas: organization, content, vocabulary, sentence structure and grammar, and mechanics (spelling, punctuation and capitalization). Using convenience sampling, two groups will be randomly assigned to control and experimental groups. Teacher-generated feedback will be integrated in the control group where as AI-generated feedback will be applied in the experimental group. The qualitative data from semi-structured interviews with 20 students explore their attitudes towards each feedback type. The study aims to provide insights into the pedagogical potentials of AI- assisted feedback tools into writing instruction within the Vietnamese contexts.

Writing, for many of our English-learning students, can be especially challenging for two reasons: it involves the skill of writing, and the skill of using a computer. However, it's because of this that it's also hugely beneficial. So many of our students lack experience both in writing, as well as access to digital resources. Therefore, the role of the writing teacher can be more complicated. However, there are some solutions. This thirty-minute presentation offers teachers some practical and easy-to-implement ideas for participants to adopt in their classrooms to both enhance students' desire to write in English, as well as to develop their digital skills. It focuses on a step-by-step approach to writing, and the teaching of writing, from generating ideas, brainstorming, developing focus and organizing writing, from paragraph to eventually essay, as well as the revision process. Teachers will leave with ideas for adapting the presentation in their own classrooms.

Recent technological advancements in artificial intelligence (AI) and machine translation (MT) have fundamentally transformed EFL writing instruction and assessment. This study investigated the effectiveness of traditional non-AI methods, AI-assisted learning, and hybrid approaches in undergraduate EFL writing courses at a private Japanese university. Over one academic semester, 97 students in intensive language courses participated in this mixed-methods research, which included surveys, writing samples, and semi-structured interviews. Results revealed that despite institutional policies and instructor guidance, students consistently used AI and MT tools for written assignments whenever digital access was available. Only in-class, paper-based monitored writing produced nearly 100% authentic student work. While hybrid methods reduced AI and MT use, they did not eliminate it. Notably, neither instructor intuition nor AI detection tools proved reliable enough for making academic decisions, producing too many false positives. Based on these findings, we recommend a balanced approach: incorporating AI as a learning tool while maintaining traditional analog writing instruction to develop foundational skills. This includes reintroducing in-class writing evaluation. The study raises important questions about the future of EFL writing instruction, including its continued relevance, the potential of purpose-built digital writing instruction and evaluation tools, and the evolution of student-teacher collaboration in writing instruction.

One of the most challenging issues in ELT classrooms that teachers and students in young learner program experience is teaching and learning writing skills. It is noticeable that many young learners view writing as a difficult or boring task due to limited vocabulary, grammar range and accuracy, incompetence in arranging ideas and lack of motivation. If your class is facing similar problems, this presentation is suitable for you. This session will introduce practical digital applications to help students with vocabulary building and grammatical correction. In addition, it will not only assist young learners to generate more ideas in writing by providing idea prompts or leading questions, but it also enhances students' engagement by active peer editing and feedback. For students to use AI-supported tools safely and effectively to support their creativity and confidence in writing, some strategies and tips are suggested. This presentation is recommended for new teachers and teachers of young learners.

Writing skills have always been a great challenge not only for students to learn but also English language teachers to teach in ESL classrooms (Jusun and Md Yunus, 2018 as cited in Selvaraj & Aziz, 2019). In addition to this, correcting and giving feedback to students within a short period of time have a great impact on teachers as well. They often find it difficult to come up with suitable techniques in evaluating students' writing in regard to their age differences and forms of learning like virtual or physical class. One way to tackle these issues is to apply an appropriate approach accordingly to engage and keep students' attention as well as give them a chance to be involved in writing corrections. This workshop will highlight two approaches in teaching writing and two techniques that have been relatively effective as formative assessments to evaluate students' writing.

Writing is one of the four macro skills which is crucial in students' academic journey. However, many English language students often struggle to produce a quality and well-constructed piece of writing for their school's assignments, projects, and especially in their writing tests. On top of that, a lot of students lose interest in writing lessons since they find the class boring; hence, making writing lessons fun will be a rewarding experience for the students. On a positive note, this workshop will equip you with fun and engaging techniques, activities, and technological tools to help the students enjoy, learn and improve their writing skills. Throughout the presentation, you will learn how to approach each step of the writing process with some practical techniques and activities to help your students improve and have fun with writing. Plus, you will have hands-on experience through activity demonstrations.

Writing has long been recognized as one of the most challenging skills to acquire, as well as a complex skill to teach and assess. Mastery of writing not only demands the development of multiple other language skills, such as reading, vocabulary, and grammar, but also requires cognitive effort, creativity, and sustained practice, making it more arduous and time-consuming than many other skills. Despite teachers' dedication, it is common to feel that their efforts yield limited results, even when students appear attentive and engaged in the classroom. This often leads to frustration and questions about how to support students' writing development effectively. This sharing session aims to provide novice teachers with a fresh perspective on teaching writing, highlighting strategies to approach the skill from a holistic angle. Participants will explore practical methods to foster students' engagement, autonomy, and progression in writing, ultimately helping teachers feel more confident and effective in their practice.

XXI. Teaching Young Learners (TYL)

In this presentation, I will show how I used Total Physical Response (TPR) with story reading in a low-level ESL class. TPR is a method where students listen and move their bodies to match the meaning of words. It helps students remember new language. But sometimes students get bored, and it's hard to teach harder words with just actions. To solve this, I used a simple story. First, I taught key vocabulary using actions. Then, I told a short story that included the new words. Students listened, read the story, and acted it out. This helped them understand the meaning and enjoy the lesson. This idea is based on TPR Storytelling (TPRS), which combines movement and stories. In my class, students stayed focused and remembered more words. In this talk, I will share my lesson plan and give advice for other teachers who want to try this in their own classes.

Much attention in teacher training is given to the cognitive aspects of learning and teaching. Yet, is knowledge of English language systems, methods, and techniques enough to make learning happen? While essential, these alone cannot guarantee success. One dimension often overlooked in teacher training is the social and emotional foundations that enable students to feel safe, connected, and ready to learn (Richards, 2020). Research shows that without a supportive and emotionally managed classroom, meaningful learning is unlikely to occur (Corrie, 2009). This is particularly relevant in language classrooms where collaboration and interaction are central. To create truly inclusive spaces, teachers need not only subject and pedagogical expertise, but also social-emotional competences to ensure their learners are able to work together and can manage themselves. In this interactive workshop, we will explore why social-emotional learning (SEL) matters in English language teaching and what they involve. Participants will explore challenges from their own contexts and take part in a range of practical SEL classroom activities. By the end, teachers will leave with strategies to foster socially and emotionally supportive classrooms where both learning and wellbeing can flourish.

Teaching young learners has its own unique challenges, especially in maintaining their engagement in the classroom and promoting social, emotional, and academic growth. Traditional teacher-led methods often fall short in meeting the overall development of young learners. Research shows that play is a natural and powerful way for young learners to explore the world, build language, and develop cognitive and social skills (Wood, 2013). By incorporating play into teaching, educators can create meaningful, enjoyable learning experiences that promote deeper understanding and long-term retention. This presentation will explore how play can be effectively integrated into classroom instruction for young learners. It will cover the educational value of play, and practical strategies for incorporating playful activities across various language skills. This session is ideal for educators specializing in English as a Second Language (ESL) and anyone interested in developmentally appropriate teaching practices.

In recent years, the integration of technology into classrooms has grown rapidly. While digital tools and online games can be engaging, teachers and students are often bombarded with them, which may eventually lead to irritation or boredom. Therefore, it is important for teachers to understand when and how games should be used to support learning rather than distract from it, especially when working with young learners. Research and classroom experience show that children learn best through play, movement, and interaction. Games, when used purposefully, can match their natural learning behaviors by sustaining attention, encouraging collaboration, and reinforcing concepts in a memorable way. On the other hand, if games are overused or poorly timed, they may cause restlessness or reduce focus. This workshop aims to redirect teachers' attention toward a few hands-on games that can be adapted to various teaching contexts without requiring excessive time or preparation. It is especially designed for teachers who want effective, low-preparation activities—using only pens and paper—that align with young learners' needs and behaviors while ensuring that games are both fun and educational. Note: Participants will be invited to be players and observers.

Commencing a lesson with an engaging ice breaker has been shown to significantly influence student motivation, participation, and classroom rapport. This presentation will explore the use of FIVE distinguish effortless ice-breaking activities: Play Tap Grab, Game of Wits, Make a group of, Whisper down and Counting fingers. These activities require minimal preparation but a high level of engagement in ESL classrooms. This lesson demonstrates useful, low-pressure activities that promote comfort, confidence, and interaction among young learners as well as adult learners. Drawing on empirical evidence, such as Mardiani's (2024) study in an Indonesian high school context, the integration of icebreakers has been shown to increase student interest in learning English from 12.89% to 19.01%, while also enhancing learner motivation, creativity, and vocabulary development. Hence, participants will leave with a ready-to-use toolkit of adaptable, no-prep ice breakers that can energize learners for all ages and foster a more connected and dynamic classroom environment from the very first minutes of class.

Motivating young learners has always been a challenge for educators, and in this digital age, this challenge has become even greater. Surrounded by technology, students now have different expectations for engagement and shorter attention spans, which makes it harder for teachers to capture their interest at the beginning of lessons. This session revisits the purpose and benefits of lead-in activities and demonstrates how digital tools can be used to spark curiosity, set the tone, and create meaningful connections to lesson content. Rather than resisting technology, the session shows how teachers can embrace it to build motivation and attention from the very start of the class. Participants will learn why lead-in activities matter, how technology can enhance them, and what practical strategies they can apply to begin lessons more effectively with tech-savvy learners.

Grammar instruction is often viewed as rigid and disconnected from real-life communication, especially among adolescent learners (Mart, 2013). When taught in isolation, grammar becomes mechanical and demotivating, while speaking activities often lack accuracy and depth. This disconnect can result in adolescent learners struggling to use correct language in authentic conversations (Lightbown & Spada, 2013). As 21st-century learners are increasingly digital natives, there is a growing need to adapt classroom practices to their interests, abilities, and digital habits. To address this challenge, technology-supported instruction offers promising ways to integrate grammar and speaking. Digital tools such as Voki, Canva, Wordwall, and Kahoot can make grammar meaningful and interactive, while encouraging learners to apply it directly in speaking tasks. These tools help build confidence, creativity, and collaboration—key components of 21st-century education (Brown, 2007; Bax, 2011). Task-based approaches, combined with technology, further allow learners to communicate for real purposes, promoting stronger retention and autonomy (Willis & Willis, 2007). Participants will gain insights into task design, tool selection, and activity scaffolding for early teen learners. The session is ideal for English teachers at the upper primary and lower secondary levels seeking to make grammar and speaking instruction more dynamic, communicative, and learner-centered.

Is English just a subject? Or is it an essential skill in whole child development? Using elements from Finnish Early Childhood Education this session examines how young learners thrive when language is embedded into their physical, social, emotional, and cognitive growth. We will reframe ESL teaching for the early years as an integrated, play-rich journey that builds both language and life skills. Through real-life examples from Vietnamese preschools, participants will learn how to create environments and routines where English grows naturally alongside the child. This is achievable for schools of all types, not only bilingual or international schools. Adopting small, intentional changes can have a significant impact. By making English part of whole child development, we give learners the skills and confidence they need to thrive in school and beyond.

In English-medium higher education institutions like RMIT Vietnam, many new students are recent high school graduates who need additional language support. These graduates often participate in pre-sessional English programs due to not meeting the necessary language requirements for their desired degrees, leading to a lack of motivation among students. As Deepa (2020), cited in Mepo & Gupta (2023), highlights: without motivation, learning cannot occur. This practical workshop will present a research-based framework to assist teachers in designing engaging and motivating games and activities for teenage students with a particular focus on vocabulary and grammar. Participants will explore the literature and rationale behind this framework, and then engage in the activities and games used in my own classes and then evaluate their effectiveness. These tools, along with the framework, are adaptable to various classroom settings. This workshop is ideal for new or experienced educators aiming to inspire motivation among their teenage students, whether teaching on a university pathways program, at a local or international high school, or a language centre.

Teaching young learners English can be both exciting and challenging, especially when it comes to building their vocabulary. This presentation highlights the value of using vocabulary games to support young learners in developing their English skills. Vocabulary is essential for language growth, but many learners struggle with retention and understanding because of short attention spans and limited motivation. Addressing this issue is important since vocabulary directly influences listening, speaking, reading, and writing abilities. The session introduces practical and enjoyable vocabulary games designed to make learning interactive and memorable. These games promote participation, teamwork, and confidence while turning vocabulary practice into a fun classroom experience. The scope of the presentation is to demonstrate simple games, explain their benefits, and suggest ways teachers can adapt them to different levels. The targeted audience is new teachers who want effective strategies for teaching vocabulary in engaging and meaningful ways.

Rote memorization method is often used in English spelling instruction, which limits student's knowledge in transferable strategies (Graham & Santangelo, 2014). Recent research has shown that teaching phoneme–grapheme relationships plays an important role in supporting spelling development especially for second language learners (Ehri, 2020). Phoneme–grapheme mapping (PGM) is an approach in which students can actively learn the connection between sounds and written forms through more transparent, systematic, and meaningful spelling instruction (Birsh & Carreker, 2018). The purpose of this workshop is to provide teachers with guiding principles of PGM and practical ways to integrate this technique with digital platforms. By the end of the session, participants will leave with resources and classroom activities that make the spelling lesson more interactive, engaging, and effective while fostering greater independence for the learners in the digital era.

In Myanmar, many English teachers still rely on traditional, teacher-centered approaches, with limited integration of digital tools. This often results in lower learner engagement and reduced learning outcomes. Drawing on over two years of experience teaching Cambridge English (Starters to FCE) both in person and online, I believe exam-oriented learning can be effectively adapted to digital platforms through gamification and AI-assisted lesson design. This session will begin with a brief overview of the current challenges in using digital tools for teaching, followed by a demonstration of a PET writing article lesson to highlight their benefits. It will also showcase techniques for modifying lessons using AI to generate short texts tailored to specific vocabulary, grammar points, and discourse markers. The session will conclude by addressing participants' questions and sharing practical tips for classroom application. By the end, participants will recognize how digital tools and AI can transform exam-focused lessons into engaging, learner-centered experiences. They will gain strategies to plan and adapt productive-skill lessons—such as writing—through interactive games and AI support, enhancing both teaching effectiveness and student outcomes.

As classrooms become increasingly diverse, English teachers play an important role in shaping young learners into respectful global citizens. Beyond grammar and vocabulary, lessons provide opportunities to cultivate curiosity and intercultural awareness. This presentation highlights the importance of integrating cultural awareness into young learner classrooms and offers practical strategies for doing so. Participants will explore activities such as using songs and games from around the world, incorporating multicultural stories, designing simple cultural projects, and celebrating global events. These activities not only develop communicative skills but also nurture values of respect, empathy, and open-mindedness. The session will demonstrate how embedding cultural awareness enriches language learning and helps children thrive in a global community. Teachers will leave with adaptable classroom ideas they can implement immediately, fostering both language growth and global citizenship in their young learners.

Student engagement in ESL classrooms is influenced by several components, including linguistic, cognitive, affective, pedagogical, and socio-cultural factors (Xuan Mai et al., 2024). Research has shown that teacher professional development activities are highly effective in combating the lack of engagement in classrooms (Powers et al., 2015). Literature circles, also known as literature discussion groups, offer one approach to increasing meaningful peer interactions and bridging the gap between academic and authentic contexts. This student-led reading session is a great addition to the existing classroom activities in a fashion that communicative tasks are enhanced and students are encouraged to formulate their ideas in L2 in a productive manner. This presentation will introduce you to the concept of literature circles, outlining their key characteristics, benefits, challenges, and potential for promoting student engagement in ESL classrooms.

This study delves into the transformative potential of thematic learning and literacy activities in teaching English to young learners, while instilling essential leadership values. Employing a qualitative research methodology, the study engaged five student teachers from Aceh, Indonesia, who creatively designed picture books that seamlessly fuse adaptive leadership principles with language education. The findings reveal that these student teachers not only succeeded in crafting innovative English learning materials that resonate with local cultural values but also exhibited a genuine enthusiasm for utilizing picture books as a dynamic teaching tool. This engaging approach not only enhances students' English language skills but also cultivates leadership qualities in young learners, fostering their ability to navigate and contribute positively to their communities. Overall, the research suggests that incorporating literacy activities into the educational framework can serve as a powerful catalyst for promoting holistic education and nurturing character development in younger generations.

Due to the pandemic outbreak, a significant reliance on digital portals has emerged to extricate the education conveyance from the crisis. Even after the rebound of physical classes, online platforms remain heavily deployed to cater for the classroom teaching and learning. To pinpoint a few, many schools favorably opt for the Google Classroom for homework distribution or assignment assessment; Kahoot and Baamboozle have silently made their mark to become a necessity concerning fun and interactive activities. With the blossoming of such practices, though, comes along a number of issues that may yield undesirable consequences in the long run. In this presentation, the derived matters observed from daily lesson delivery will be raised, and certain methods, namely the "good old ways", which have been applied in real time teaching and have been proved to be relatively fruitful will also be shared.

Listening comprehension is often one of the most challenging skills for young English learners, especially students aged 11-15, who may have limited access to authentic audio and find it difficult to focus during standard listening tasks. Traditionally, listening activities have focused on passive comprehension, such as answering questions after hearing a passage. While this can develop basic understanding, it often lacks engagement and fails to encourage active participation. Digital warm-ups are a great way to meet this challenge. Using videos, songs, and online quizzes, these short, interactive activities get students involved at the start of each lesson, reinforce listening skills, and create a motivating routine. Research shows that using digital tools in the classroom boosts learner engagement, provides immediate feedback, and fosters meaningful language development. In this presentation, we will look at hands-on examples of digital warm-ups for students aged 11-15, share strategies for using them effectively in class, and explore the benefits of making digital listening activities a regular part of lessons. This session is aimed at English language teachers, teacher trainers, and educators looking for innovative ways to boost listening skills in digital classrooms.

This study examines teacher-led storytelling in primary-school EFL classrooms using wordless picturebooks and outlines practical steps to align language with children's proficiency. Prior work reports gains in vocabulary, narrative comprehension, and motivation, yet procedures for grade-appropriate differentiation remain underspecified. In a teacher-education course, university students select a wordless title, set a target grade and goals, draft a storytelling script, and conduct storytime simulations. Scripts and observation notes are analyzed for linguistic accessibility, interaction design, the alignment of images and utterances, and affective support. Findings indicate that wordless picturebooks enable teachers to tune formulaic language and coordinate it with gesture, supporting comprehension and emergent output while facilitating differentiation. Risks arise when scripting aims are vague, producing question overload or abrupt topic shifts that increase cognitive load. The session will present sample revisions and an observation checklist, and will recommend four replicable steps: preview goals, synchronize prompts with page turns, use two-step questioning that first checks understanding and then elicits output, and end with a retell task. The aim is to strengthen reproducibility and teacher preparation.

In this session, the structured use of Bloom's Taxonomy of cognitive goals will be presented as a means of supporting the development of young learner's cognitive strategies through English language teaching. The focus is on scaffolding teachers of young learners to guide their students move from remembering and understanding language to applying, analyzing, evaluating and creating with it. By adopting Bloom's Taxonomy's framework, teachers will find out practical ways to design tasks that enhance critical thinking, problem solving, and creativity in language classrooms. Furthermore, the participants will explore how each level of Bloom's Taxonomy can be effectively linked to meaningful language activities that foster both lower order thinking skills and higher-order thinking skills. The session highlights the importance of Bloom's Taxonomy and how much it can shape learners to become reflective and independent users of English. Ultimately, it serves as a bridge between language acquisition, mastering language skills and fostering the creativity for life long learning.

This study aims to examine the effects of storytelling on enhancing young learners' English vocabulary mastery in terms of meaning and use. The study adopts a quasi-experimental approach with the participation of 35 young learners at a language center in Ho Chi Minh City, Vietnam. The students in the experimental group learnt the target lexical items with the application of storytelling while their counterparts in the control group were instructed through the conventional sequence of presentation, practice, and production. Pre- and post-tests were used to examine the similarities and differences between the two groups' vocabulary achievements before and after the treatment. The results of the experiment revealed that the employment of storytelling improved the participants' abilities to comprehend and use the target language. Their vocabulary mastery in terms of meaning and use was enhanced.

The Primary Years Programme (PYP) of the International Baccalaureate (IB) is an inquiry-based curriculum designed to cultivate critical thinking, communication skills, and international-mindedness from early childhood. In Japan, the number of PYP-authorized schools has been gradually increasing, and some early childhood institutions have adopted the PYP either in Japanese or entirely in English as the language of instruction. Although PYP has attracted growing attention, little research has examined how the language of instruction shapes the curriculum and learning experiences of young children in non-English-speaking contexts. This presentation aims to analyze and compare the curricula implemented in Japanese-medium and English-medium PYP settings for preschool-aged children in Japan. By focusing on official curriculum documents, classroom timetables, and instructional materials, the analysis explores how the choice of instructional language influences content organization, the emphasis on literacy development, and opportunities for inquiry and communication. The results will provide initial insights into how the PYP framework is locally adapted in Japan and how different language environment may shape children's early experiences in PYP settings. This poster will also introduce the emerging landscape of PYP in Japanese early childhood education and its potential for fostering globally oriented learning from the earliest years.

Keeping learners engaged and motivated in English language classrooms remains a challenge for many teachers. Traditional lesson structures may not always capture students' attention or encourage active participation. One effective way to overcome this issue is through gamification—integrating game-based elements into classroom practice to transform ordinary activities into fun, meaningful, and interactive learning experiences. This workshop introduces participants to a variety of low-tech classroom games that can be applied to classroom as mood-changing activities or stirrers. One way to tackle this problem is incorporating mood-changing activities or stirrers to regain enthusiasm and engagement in ESL classrooms. In this session, participants will be introduced to some mood-boosting activities which can be used at the beginning of the class or between activities to enhance students' involvement. After this workshop, participants will obtain useful information and tips on how to effectively integrate the suggested games into their lessons to make their class more interactive and enjoyable.

Abstract:Students struggle with English writing skills and learner autonomy, while tailored scaffolding is considered to be a solution to these challenges. This session explores how these strategies can foster greater independence for students in writing and preferences for scaffolding. The research is conducted with high school students from grades 10 to 12. Questionnaires on autonomy, writing skills, scaffolding strategies, and students' preferences are employed to gather data from target participants. A correlational research design is used to examine the relationship between scaffolding strategies and the two dependent variables. Three important findings show that students prefer scaffolding strategies to improve writing skills and promote self-directed learning, while scaffolding strategies have a significant positive effect on writing skills and the sense of autonomy. Participants will increase their interest in using scaffolding to apply in the classroom and may consider future study on step-by-step writing support, guided practice, collaborative tasks, and feedback strategies for the great development of writing and self-directed learning. Participants will also be encouraged to reflect on how these strategies can be adapted to their own teaching contexts to strengthen writing competence and promote long-term learner autonomy with scaffolding.

Young learners are growing up with technology, multimedia, and instant communication in this modern world. Using information and communication technology (ICT) is as important as oxygen for many of them: they expect it, it's what they breathe, and it's how they live (Brown, 2000). In this context, teaching a foreign language to young learners using traditional teaching methods alone is quite challenging to teachers in today's dynamic, technology-driven classroom environments. Harmer (2001) says that unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so. Therefore, teaching a foreign language to young learners requires more than just language instruction. It demands creative strategies to actively engage students and keep their interest through meaningful, interactive activities. Our presentation will explore the characteristics of young learners and share engaging activities that support young learners vocabulary acquisition. It also highlights the demonstration on how to incorporate fun, interactive activities into the language classroom. This session is highly recommended for TEYL teachers and new teachers.

Target Audience: Teachers of Young Learners

MEAS Panharith and SOPHEAP Setrachana

Teaching is a demanding profession, and ensuring consistent, high-quality instruction requires careful consideration of many factors, including the need to tailor lessons to meet students' diverse needs. Recently, the rapid and continuous changes in teaching methods have placed significant strain on educators who rely on more conventional approaches. Adopting new teaching techniques is not a replacement for traditional methods but an enhancement to them. However, the challenge lies in the fact that teachers often lack the time to properly adapt, as much of their time is consumed by grading homework, preparing lessons, designing tests and quizzes, and marking papers. This sharing session will be particularly beneficial for teachers with large classes, as it introduces 5 powerful and versatile websites that educators can use to enhance various skills, including vocabulary, grammar, reading, writing, and more.

Target Audience: Teachers of Young Learners

SOPHEAN Chantrea and NOV Sotharyna

Keeping young learners engaged throughout an entire classroom session remains a persistent challenge for ESL teachers in this digital area. This issue is often compounded by the belief that students learn best by sitting still and listening attentively, which has led some educators to overuse traditional passive learning methods, such as teacher-centered instruction. However, prolonged periods of sitting without movement are linked to mental fatigue, which negatively impacts students' ability to retain and process new information (Donnelly & Lambourne, 2011). According to Ruhland & Lange (2021), a lack of movement or sedentary classroom environments can also reduce student's focus and motivation to learn. Integrating movement-based strategies such as TPR, kinesthetic games, and physical tasks not only enhances attention and participation but also aligns closely with young learners' developmental and cognitive needs. Therefore, this presentation will introduce four movement-based physical activities, two of which incorporate technology, along with the challenges and practical suggestions for implementing them effectively. It is recommended for ESL teachers, teacher trainers, and curriculum developers who seek to promote more active and engaging classroom environments.

Target Audience: Teachers of Young Learners

HAY Yarina

Due to the pandemic outbreak, a significant reliance on digital portals has emerged to extricate the education conveyance from the crisis. Even after the rebound of physical classes, online platforms remain heavily deployed to cater for the classroom teaching and learning. To pinpoint a few, many schools favorably opt for the Google Classroom for homework distribution or assignment assessment; Kahoot and Baamboozle have silently made their mark to become a necessity concerning fun and interactive activities. With the blossoming of such practices, though, comes along a number of issues that may yield undesirable consequences in the long run. In this presentation, the derived matters observed from daily lesson delivery will be raised, and certain methods, namely the "good old ways", which have been applied in real time teaching and have been proved to be relatively fruitful will also be shared.

Biodata of Speakers

ABDULLAH Nurul Nakiah is a lecturer at the Institute of Teacher Education Malaysia (IPGKDRI) and a doctoral researcher at the University of Bristol, UK. With over ten years of experience in secondary and higher education, she has worked with the Ministry of Education Malaysia, the British Council, and Cambridge Assessment English on professional development initiatives. Her research has been published in peer-reviewed outlets and presented at international conferences such as BERA and EERA. Her professional interests include teacher professional learning, language education policy, and the role of reflexivity and teacher agency in educational reform.

ALIMOVA Mamura is Head of the English Education Department at KIUT Namangan Branch. Her interests include professional development, designing ELT materials, and developing intercultural competence. She is a co-author of the coursebooks B2READY, Sociolinguistics and Developing Intercultural Competence of PreSETT students. M. Alimova is an experienced educator and author of many articles and teaching guides, a participant in several international training and educational programs, and an active contributor to foreign language teaching and research in Uzbekistan.

ALIZADEH Mehrasa is an Associate Professor at the Institute for General Education, Otemon Gakuin University in Ibaraki, Osaka. She earned her PhD from Osaka University and specializes in technology-enhanced language learning, with a particular interest in immersive and interactive learning environments. A member of professional organizations including JALT, LET, and ASCILITE, she has presented widely and published in both international and domestic venues. Her recent research explores the pedagogical potential of virtual reality (VR) and related technologies in language education.

AMALO Bonik Kurniati is a senior English lecturer at the Agriculture State Polytechnic of Kupang, Indonesia. She has been teaching English for more than twenty years for both general and academic purposes in a range of language learning settings. She earned her MA in TESOL/Foreign Language and PhD from the Faculty of Education, University of Canberra, Australia. Her current research interest focuses on research language curriculum design, learner autonomy, learning motivation and English language teaching and methodology.

ANDRIANSYAH Andriansyah is a senior lecturer at the Education and Teacher Training Faculty at UIN Ar-Raniry Banda Aceh, Indonesia. He has been teaching English to young learners for several years. His research includes Reading Literacy for Early and Middle Childhood. He has completed his Master's and PhD in Teaching and Learning from the Ohio State University, and is completing his research related to teaching Literacy for Student teachers in disadvantaged areas, especially in Aceh, Indonesia.

ARAI Megumi is a student in the Faculty of Education at Soka University, Tokyo, Japan. She aims to become a leading elementary school teacher who can inspire and support children's growth. Her research interests focus on effective ways of teaching listening and speaking in EFL settings. She has conducted empirical studies on tailoring AI prompt design to learners' proficiency levels to enhance oral interaction between EFL learners and generative AI, using the advanced voice mode of ChatGPT.

ARBAB Fereshteh is a teacher with a unique blend of international experience, educational expertise, and a love for exploring new horizons. As a seasoned educator, she brings a wealth of knowledge and enthusiasm to her classroom, making her an engaging conference speaker and an inspiring mentor. She holds a Master's degree in Business Administration, reflecting her dedication to her field of expertise. She has successfully taught various classes and levels, including IELTS and general English, TEFL teacher training, business courses, and more, and is currently teaching at ACE Cambodia, TK Campus.

ARORA Kriti is an Assistant Lecturer at the World Language Center and former graduate of the Masters in TESOL program at Soka University, Tokyo, Japan. She started her ELT career by launching an independently-run online after-school program, with the aim of providing holistic language education to elementary school students in India during the pandemic. Her academic interests include personal learning environments, technology-enhanced language learning, multimodal learning, task-based language teaching, critical thinking skills, and intercultural communication.

AUBREY Scott received his Ph.D. in Applied Linguistics from the University of Auckland. Since 2019, he has been serving as the Deputy Programme Coordinator of the Bachelor of Arts (English Studies) and Bachelor of Education (English Language Education) Double Degree Programme at the Chinese University of Hong Kong where he teaches undergraduate English language education courses. Scott's main research areas include second language motivation, learner engagement, and task-based language teaching. He is particularly interested in the intersection of learner psychology and instructed second language acquisition.

AUNG Cho Mon is an English Language Instructor and Teacher Trainer from Myanmar with over 12 years of experience teaching the four core skills and language systems. She prepares learners for Cambridge English Qualifications and supports teachers in TKT Core Modules, lesson planning, classroom management, and methodology. She has worked with organizations such as GETC, WEBS, Vitamins, and The Student Language Academy. She conducts in-person training and workshops and prepares candidates for CEQ tests for Singapore's Ministry of Education schools.

AUNG Ko Ko is a CELTA-certified English teacher and trainer with over 14 years of experience teaching English from beginner to upper-intermediate levels. He holds a B.A. in English and has completed TKT, Citizenship Education, QuILT, FCTOT, and several other professional development courses. He has facilitated teacher trainings across eight regions of Myanmar and delivered workshops at ELTeCS, British Council Annual Conferences, and the American Centre. He is currently teaching at SUCCESS Language Academy and working as a trainer with The STUDENT Language Academy, continuing his commitment to developing both learners and teachers.

AVENIDO Manuel Jr . is a full-time instructor of Practical English at Kyoto Sangyo University and a part-time lecturer at Ritsumeikan University's Biwako Campus. Before transitioning to higher education, he spent five years as an Assistant Language Teacher (ALT) in Japan. He holds a lifetime TESOL certificate and has a solid background in English language education. His research interests focus on the intersection of literacy and literature, as well as ESL/EFL instruction within the Japanese and broader ASEAN contexts.

AWADA Sara is the ELA Coordinator at the Canadian International School in Vietnam. She holds a Master's in Educational Management and is currently pursuing a PhD in TESOL at the University of St Andrews. With extensive international teaching experience and as a second language speaker herself, she has come to recognize that teaching English extends beyond language instruction. For non-native learners, English is not merely a communicative tool but a new way of seeing the world and shaping identity. This awareness drives her research and practice, emphasizing the need for culturally responsive and learner-centered approaches in English language teaching.

BAHADORI Mansoureh is a lecturer at CamEd Business School, specializing in English for Academic Purposes (EAP). With over 12 years of teaching experience and qualifications including a Master's in ELT, an MBA, CELTA, and PGCEi, she designs engaging and effective lesson plans for both Academic and General English courses. Known for her personalized approach, she motivates students by adapting instruction to their individual needs and supporting their academic and professional success. Committed to continuous growth, she stays up-to-date with modern teaching methodologies and is currently pursuing a doctorate in Organizational Leadership in Education.

BAI Barry is an associate professor at the Faculty of Education, the Chinese University of Hong Kong. He received the Faculty Exemplary Teaching Award in 2013/2014. Currently, he serves as the president of Hong Kong Association for Applied Linguistics and is an associate editor of European Journal of Education and Asia Pacific Journal of Education. In 2023 and 2024, he was recognized as a top 2% most cited researcher in languages and linguistics worldwide by Stanford University and ranked the top 3 in the category of primary school in prior 5 years by ScholarGPS in 2024.

BAILEY Mike currently teaches and works with the Language Programs team at Paññasatra University of Cambodia - Siem Reap. Previously he served as an English Language Fellow with the U.S. Department of State in Vietnam and in Belarus. Mike was also a university English teacher and trainer in China and Albania. Professionally he's been involved with TEFL at various levels as well as PD/teacher training. Mike enjoys promoting and learning more about student-centered teaching, intercultural communication, and technology in education.

BALLOU Kevin holds an MA in English as a Second Language from the University of Hawaii and has been teaching English in the Asia-Pacific region for over 25 years. He is currently an Associate Professor at Kindai University in Osaka, Japan, where he teaches English courses for architecture students and coordinates curriculum development projects. His research interests include study abroad, curriculum and materials design, project-based learning, and educational technology. Recently, his work has focused on the integration of AI tools into classroom materials development and teacher practice.

BAND Rachel is a lead teacher at the Australian Centre for Education (ACE) in Siem Reap, Cambodia, where she has been teaching since 2023. She has experience teaching children, young learners, teenagers, and adults, both online and face-to-face, across a range of courses, including the Young Learners' Program (YL), General English Program (GEP), and IELTS preparation. Her professional areas of interest include dyslexia in an ELT context, IELTS exam preparation, professional development, and learner motivation.

BARRETO SILVA Breno is interested in vocabulary teaching, learning and research. He is also interested in research methods, quantitative research, and test development. He's been teaching English and Portuguese for over 20 years in three different countries. He is currently an assistant professor at the university of Warsaw, where he teaches applied statistics, history of EFL methodology, vocabulary research methodology and writing. He is happy to network, exchange experiences and findings. Hope to see you all there!

BATES James is teaching at the Seikei Institute for International Studies at Seikei University in Tokyo, Japan. Having gained an M.A. in Applied Linguistics in 2006 and his PhD in Education in 2017, he continues to adapt his teaching style to suit today's learners. James enjoys participating in conferences such as CamTESOL to share ideas, especially with teachers in training or at the start of their careers. His latest paper No Notes: EFL Presentations More from Students and Less from Text describes his approach to teaching presentation skills. His other research interests involve the use of pictorial information in communication.

BAYMANH Somphone 's career embodies the modern educator's evolution. After 22 years in the U.S. Marine Corps, he transitioned to English Language Teaching. With over 17 years of experience in Cambodia as a teacher, manager, and school director, he champions a dynamic professionalism for the digital age. He advocates for harnessing technology not to replace, but to amplify human connection in the classroom. Currently at Northwest International Centre, he uses blended learning to architect environments that foster the critical thinking, empathy, and intercultural understanding essential for today's learners.

BERRA Ismail is a lead teacher at ACE, currently based at the Samdach Pan campus in Phnom Penh, Cambodia. He earned his BA in English Literature in 2017, after which he taught young learners until 2019. During that year, he obtained his CELTA certification at International House in Izmir, Turkey. Ismail has been teaching in Cambodia

for the past two years, where he has worked with various levels, including IELTS classes and diploma programs. As an expatriate teacher, he is passionate about exploring new teaching methodologies and evaluating their effectiveness in the classroom.

BEUCKENS Todd is an ESL lecturer at Ritsumeikan Asian Pacific University in Beppu, Japan. He is the creator of ello.org, a free English language listening library online. He is also the creator of other websites that focus on language learning and language teaching. He specializes in creating free listening lessons for teachers looking for teachers with limited resources. He has published three ESL textbooks with Pearson Publishing. He has taught ESL for over 20 years in four countries and has an M.A. in Learning, Design and Technology from San Diego State University.

BLUMENTHAL Brett is a DELTA-qualified education consultant and a senior academic advisor with over 15 years of teaching and leadership experience in Vietnam and the U.S., specializing in teacher training, product presentation, and curriculum development. He has conducted training sessions across diverse academic contexts in both countries and managed academic programs at leading institutions in Vietnam. As a former Corporate Academic Manager, Brett excels at driving educational success through impactful training and strategic support. He is passionate about empowering educators and optimizing learning outcomes through innovative, tailored solutions.

BO Mesa is currently working at the Language Department at PUC Siem Reap. He has over six years of experience in education management and has taught English across multiple programs including English for High School Students, General English as a Second Language, and Intensive English for Academic Purposes. Mesa holds a Bachelor and a Master of Arts in Education. He is passionate about enhancing student learning through innovative teaching methodologies. His research interests include program coordination, curriculum development, quality assurance, and educational technology integration in education settings.

BORN Kino has a true passion for working with various ages of students and is also currently a full-time English teacher at ACE. Throughout his teaching career, he has presented in the CamTESOL three times and participated as well as presented in a wide range of professional development programs. Additionally, he also takes part in mentoring programs in which enables him to contribute practical teaching strategies and effective methods, especially the integration of fun activities into the four macro skills to his respective mentees and colleagues. Consequently, he has mastered his career professionally.

BOROM Thidaroth is a teacher who holds two bachelor's degrees — one in Education from the Institute of Foreign Languages and another in Design. Combining her expertise in both fields, she creates lessons that emphasize creativity, critical thinking, and active student engagement. Thidaroth is deeply committed to inspiring a lifelong love of learning and helping her students reach their full potential. She also continuously pursues professional development to stay up to date with the latest teaching strategies and educational trends, ensuring her approach remains innovative and effective.

BOU Da is an academic specializing in English language education. He earned a Bachelor's degree in Education in English from the University of Battambang in 2013 and a Bachelor +1 in Higher Education from the National Institute of Education in 2015. In 2017, he received a Master of Arts degree in Battambang and is currently a Ph.D. candidate at the National University of Battambang, focusing on Educational Management. BOU Da is dedicated to improving educational practices and aims to influence educational systems and policies in Cambodia.

BRADDICK Graham has over 40 years' experience as a leader, manager, teacher trainer, teacher and consultant in the ELT, international education and educational publishing industries in Asia and Europe. Before joining ACE Cambodia as Director of Studies, Graham was Director of English with IDP in Thailand, Regional Manager SE Asia with Macmillan Education, Director of English Language Services with British Council Malaysia and Director of Operations for The Bell Education Trust in Asia. Graham has an MA in TEFL from the University of Reading as well as the Cambridge Diploma in TEFLA and the Trinity Diploma in TESOL.

BRADSHAW Sarah is an ESL educator at the Australian Centre for Education (ACE), with eight years of teaching experience across multiple countries. She holds a bachelor's degree in psychology and brings this background into her teaching practice. Throughout her career, Sarah has focused on creating supportive and engaging learning environments that empower students to grow both academically and personally. Her professional interests center on fostering resilience, cultivating a growth mindset, and encouraging a lifelong love of learning in language education.

BREXA Jode brings more than forty years of experience teaching and training in secondary and post-secondary institutions across the United States and abroad. An award-winning published educator, she has designed and led workshops and developed curriculum for diverse educational contexts. As a Digital Storytelling Mentor, she specializes in facilitating workshops for teachers and students to foster English language development and encourage the creation of positive personal and cultural identities through digital storymaking. Most recently, she co-facilitated a Citizen Diplomacy Action Fund grant project in Gobi-Altai, Mongolia, expanding cross-cultural dialogue through educational exchange. She currently lives in Santa Fe, New Mexico.

BRIGGS Charlotte is a senior language lecturer at Xi'an Jiaotong Liverpool University in China, serving as Deputy Director of the Academic Literacies Centre. She holds an MA in Applied Linguistics & TESOL and has taught English in a range of contexts over the past 13 years. Prior to teaching she worked as a lawyer in the UK, enabling her to focus her teaching specialty in the areas of ESP and EAP at universities in the UK, Thailand, Vietnam and Türkiye. Her research interests include Ed-Tech & AI, materials design and development, and integrating sustainability into language education.

BUDIARSA Made was born in Denpasar on January 7, 1953. In 1982, he obtained a Bachelor's degree in English Literature (S1) from the Faculty of Letters, Udayana University. In 1986, he obtained a Postgraduate Diploma in Teaching English as a Foreign Language (Dip. TEFL). In 1988, at the same university, Sydney University, Australia, he earned a master's degree in Applied Linguistics with a focus on TESOL. Research experience in the field of Language, especially in the fields of sociolinguistics, socio-pragmatics, tourism research, and language in the realm of tourism.

BUN Sreyphos is currently working as a teacher of English at the Australian Centre for Education. Before joining the Australian Centre for Education, I worked as an English teacher for 2 years at a private local school. During the colleges I was working a research study related to collaborative learning and ICT that led my interest in research fields that are related to pedagogical topics in Education. I am also interested in working with new people from different cultures to share and exchange experiences.

BUN Tharith holds his Bachelor Degree of Art in Education from the Institute of Foreign Languages (IFL). He has been teaching for almost four years now and is currently a full time English teacher for young and adult learners at Australian Centre for Education (ACE). He has presented multiple times at CamTESOL conference and has attended numerous other events and workshops in order to enhance both his soft and academic skills. He believes in lifelong learning, regardless of who you are.

BUNTHORNG Pet holds a B.Ed. in TEFL from Western University and is currently pursuing a master's degree in TESOL at the Institute of Foreign Languages, Royal University of Phnom Penh. He teaches English at Pour un Sourire d'Enfant, a recognized NGO in Cambodia, and previously taught mathematics and geography in the Modern Education Program at PIS International School, Kampong Cham. His academic interests include Communicative Language Teaching (CLT), classroom-based assessment, and technology-enhanced pedagogy. He has presented on integrating technological tools into CLT to strengthen language teaching and learning practices in Cambodian educational contexts.

BUSSINGUER-KHAVARI Vivian is an associate professor at Kwansei Gakuin University, Japan. She has a Ph.D. in Applied Linguistics and her major areas of interest are intercultural communication (ICC), second language acquisition (SLA), heritage language education (HLE) and language teaching methodology with a special focus on performance-assisted learning (PAL). She has experience teaching various undergraduate and graduate courses including those on debate, speech communication, oral presentation, academic writing, intensive listening, pragmatics, and intercultural communication, to name a few.

BUTH Keosopheavattana is a teacher of English at the Australian Centre for Education. Currently, she is teaching the General English Program level. Moreover, she has been working as a teacher for one year now. Furthermore, she has graduated from CamEd Business School as well as the Institute of Foreign Languages. During her school year, she used to participate in public speaking competitions in addition to holding the position of co-president of the public speaking and debate club. Her goal in life is to help others achieve their dreams and become a part of the process.

CAPRARIO Marcella is an Assistant Professor of TESOL at Wenzhou-Kean University, a Sino-US university in Wenzhou, China. She holds a PhD from Northern Arizona University and was a Fulbright grantee in Malaysia. Her research interests include Global Englishes (GE), GE-informed pedagogy and teacher education, instructed L2 English pragmatics, intercultural communication, language attitudes, and corpus pragmatics. Her work has been published in TESOL Quarterly, Contrastive Pragmatics, the Language Learning Journal, and others. She has presented at international conferences, including American Association of Applied Linguists (AAAL), TESOL International, AILA, and others. She has professional experience in China, Malaysia, and the U.S.

CARVER Mark is senior lecturer in TESOL at the University of St Andrews, UK, where he runs the innovative online professional doctorate in TESOL that supports a global network of practitioners to integrate research and scholarship into their professional contexts. His research in assessment and feedback practices argues for re-prioritising student learning and being more open and collaborative about how assessment decisions are made. His recent work in genAI builds on this by supporting teachers to make their tacit knowledge more accessible to students so they can make informed decisions about whether or how to use AI in their studies.

CATULONG Genevive is a registered librarian, designated as the College of Medicine librarian at the University of Southern Mindanao. She graduated with her bachelor's degree in secondary education in 2004, became a master's holder in library science in 2017, and currently She is now in her third year in the Doctor of Education program, majoring in educational management. She is also one of the advisers of undergraduate students on their research thesis proposal and manuscript. Aside from being a librarian, her professional interest is to become a faculty member and, at the same time, a researcher.

CHAN Sida graduated from the Institute of Languages in 2006 and began working as an English teacher at the Australian Centre for Education, Phnom Penh, Cambodia. After two years of teaching, she took time off to study for a Diploma of Applied Linguistics at the Regional English Language Centre in Singapore. When she returned, she continued her teaching career, driven by her strong passion for education. Now, as the CP/YL (Children and Young Learners) lead teacher, she inspires her students and supports her colleagues.

CHAN Sovanpheaktra graduated from the Institute of Foreign Languages with a Bachelor of Education. He is currently a lecturer at IFL, RUPP. Chan has been actively involved in building human resources in his community by implementing innovative teaching methods to improve students' performance. His current interests include exploring innovative teaching techniques to improve student performance in writing courses. He also focuses on developing more effective assessment tools to track students' progress in writing, particularly through approaches such as process writing.

CHAN Virak is currently a Clinical Associate Professor in literacy and language at Purdue University, Indiana. He obtained a Ph.D. in Culture, Literacy, and Language at the University of Texas at San Antonio, Texas and a master's in TESOL at San Jose State University, California. Dr. Chan has extensive experiences teaching EFL and ESL classes, training English teachers for K-12 education, facilitating professional development activities for English teachers, and developing and coordinating programs at universities in Cambodia, California, Texas, and Indiana. He has also researched and published in the areas of language planning and policies, linguistic landscape, and teaching writing.

CHANN Leaphy is currently a teacher of English at Australia Centre of Education (ACE). She has been teaching English for 8 years. She graduated with a Bachelor of Education from Institute of Foreign Languages in 2017. She used to work at Pour Un Sourire D'enfant where she taught English to vulnerable children from the low-income family, orphans and the victims of violation of human rights in Cambodia. She believes that education is not one size that fits all; hence, every student is capable of learning at their own pace with the right techniques and methodologies.

CHAU Nguyen Phi Oanh is an English graduate from An Giang University- VNU-HCMC, and has worked at the SOM Centre, An Giang. She has experience teaching English to children and young learners, particularly in Montessori settings. She has finished presentations at international conferences, such as the 23rd AsiaTEFL Conference 2025, ICLT2025, and IPRRFSS 2025 at the EdUHK in Hong Kong, VietTESOL, and CamTESOL. Her academic interests focus on English Language Teaching (ELT), English as a Medium of Instruction (EMI), and applying digital tools in language education and teacher development.

CHAU Soryaly is a lecturer at An Giang University (AGU). She earned BAs in TESOL in Can Tho University and MAs in Educational Administration at the University of Hawaii at Manoa, USA, and PhD candidate in Education in the EdUHK, Hong Kong currently. She presented at international education and TESOL international conferences. She has published articles and book chapter on TESOL, language education, educational administration, and education assessment. Her teaching and research interests are EMI, EAP/ESP, translanguaging pedagogy, English language education and policy, teacher educators/teacher professional development.

CHEA Bunheng is an ELF teacher at Australian Center for Education. He currently holds two degrees: Bachelor degree of Education in TEFL, and Bachelor degree of International Relations. His interested area of researches solely focuses on teaching techniques and incorporating technologies into learning. His career highlights are that he was co-author of an article named "ASEAN and South China Sea: Which way will Cambodia jump?", and his research paper named "The Challenges of Synchronous Online Classes: A Study on English Major Juniors in Cambodia" was selected as one of the top ten research papers in his school.

CHEA Chanmony is a teacher at Australia Centre of Education, is a new generation teacher with more than half of a decade of experience. He has worked with different levels of students and organizations. He has also participated in different workshops and events regarding education. Together with his passions for guiding others to reach their full potential and a bachelor degree of education from one of the most prestigious institutes in his country, He chose to be a teacher while putting students' classroom experience first in his mind.

CHEA Davit graduated from the Institute of Foreign Languages, Department of English, in 2018, specializing in Teaching English as a Foreign Language. He has been instructing students in a range of academic programs, including General English, Young Learners, and English for Children. Since entering the teaching profession, he has gained many valuable experiences, which he believes are worth sharing with other teachers. His purpose as a teacher is to ensure that all students have equal access to education and develop growth mindsets throughout their learning journey.

CHEA Sivhong is currently a teacher of English at Australian Centre for Education (ACE). She graduated with a Bachelor of Education with a specialization in Teaching English as a Foreign Language from the Institute of Foreign Languages (IFL). She has been working at ACE for more than two years and has been teaching at various levels, mostly with the Children Program and Young Learners Program. Spending most of her working time with kids and teens, she has found many insightful ways to help students become more confident in learning a new language.

CHEA Uyrath is an English teacher at the Australian Centre for Education. He has been working here for over 7 years already. Before this, he was teaching at two different private schools for around a year. Moreover, he graduated his Bachelor Degree in Education from Institute of Foreign Languages in 2019. One of his professional interests is to help students enhance their English skills even though most of them think English is hard to acquire.

CHEAM Kokhor is currently working as an English lecturer at the University of Puthisastra. With over a decade of experience in the field of English language teaching, his strong background in academic affairs from his previous roles, including those of a teacher and a lead teacher at Australian Centre for Educations, along with his expertise in instructional deliveries and academic management, have undoubtedly brought about positive initiatives to course planning, assessment design, and program development, aiming to maintain and enhance effective learning and teaching while upholding education standards.

CHEAN Phorn is a Teacher of English at the Australian Centre for Education (ACE) in Cambodia. He began his teaching career in 2008 in his hometown, but joined ACE in 2017 at the Siem Reap campus. In 2020, he moved to Phnom Penh to pursue a Master's in Education. In 2022, he participated in a Belgian exchange program, working with international pre-service teachers and teaching Belgian students. He currently teaches, observes, and mentors aspiring educators.

CHEAT Mengheang is a teaching staff member at the Australian Centre for Education. With over two years of experience in teaching adults and young learners, providing instruction in language classrooms, supporting mix-ability students with remedial classes, and boosting outstanding students with acceleration classes. She is fascinated by the application of linguistic theories to understand language in various contexts, including education and communication. Having profound love for language teaching and improving students' learning experience through innovative teaching methods.

CHENDA Soeurn is a Head of the Department of Tourism, Faculty of Business Administration and Tourism of the National University of Battambang. She has 9 years experience in teaching English for general and higher education. She holds a Master's degree in education from University of Bengkulu, Indonesia. She also graduated a Master's degree in TESOL from the National University of Battambang. She published several research articles in English language teaching and learning. Her research interests are teaching methodology, assessment, and management in education.

CHENG Kimheang currently works as an English Teacher at Australian Centre for Education (ACE). He received his bachelor degree in Teaching English as a Foreign Language (TEFL) from Institute of Foreign Languages (IFL), Royal University Phnom Penh (RUPP) in 2020. His belief is that learning is a process in which new knowledge is accumulated over time. Living by his personal philosophy, he has been part of many workshops, both internal and external ones, to take on new challenges as well as new ideas.

CHHAN Sopheavattey has been an English teacher at ACE for over four years. During her time with the institution, she has participated in various events, including CamTESOL, the Tips Sharing Series, and CamDEBATE. In today's age of immense digital involvement, she embraces how technology has significantly transformed learning. At the same time, she believes that in-person classroom engagement remains highly valuable, as it helps her build meaningful connections with students and encourages interaction among them.

CHHAY Thida is an English teacher currently working at Australia Center for Education (ACE), with 2 years of teaching experience. She graduated from the Institute of Foreign Languages with a teaching degree in English (TEFL) and business management from Royal University of Law and Economics. As a passionate English language educator with a focus on adult learners, she is committed to developing innovative approaches that enhance listening skills in practical, engaging ways. Our current work explores the integration of social media and entertainment platforms as tools to boost learners' auditory comprehension and real-world communication.

CHHEANG Leanghuot is a full-time English teacher at the Australian Centre for Education (ACE). He holds a Bachelor of Education in TEFL from the Institute of Foreign Languages and a Bachelor's Degree in Architecture and Urbanism from the Royal University of Fine Arts. With experience teaching diverse age groups, he focuses on making lessons engaging through gamification and technology. Passionate about innovative teaching practices, he actively participates in professional development and designs interactive activities that inspire learners and strengthen their English skills.

CHHEANG Ratana serves as a Campus Manager at the Australian Centre for Education (ACE). He holds a Bachelor of TESOL and a Master of Education from Australia, where he taught international students from diverse backgrounds. Since 2006, he has contributed to the education sector as a teacher, trainer, and school manager, gaining extensive practical experience in programs such as Children's English, Young Learners, General English, and university-level English subjects. Ratana is passionate about learning from and sharing insights on classroom practices and educational leadership with fellow educators.

CHHEN Makimsuo is an English teacher at the Australian Centre for Education, received his degree from IFL known as Institute of Foreign Languages in 2022. He has been teaching General English program at ACE for over a year, and he is continuously working to become the prominent teacher in educating students to language learning. His objective is to make the classroom an enjoyable, creative, and engaging place where students are able to freely express themselves and learn without any pressure.

CHHENG Sokphayouth is a teacher of English at Australian Centre for Education, currently based in Samdech Pan Campus, Phnom Penh, Cambodia. Ahead of teaching at Australian Centre for Education, he used to teach at American Bridge School for almost two years. His main interests are education and creativity in learning, media education and learning culture. He is also particularly interested in the general English program (GEP), focusing mainly on providing English education to adult students.

CHHOEUN Sokmeng is currently working for Australian Center for Education, also known as ACE. At the same time, he is also pursuing his MA degree program, majoring in TESOL at IFL, RUPP. Prior to his credentials, he has been working in the educational field for around ten years, along with various types of schools. He is so interested in joining this workshop so as to leverage his level of professional development, especially he could manage to meet local and international experts exchanging insightful thoughts and contemporary techniques.

CHHOM Sovannchhay graduated with a degree in Education from the Institute of Foreign Languages, Department of English, in 2023. He began teaching before completing his studies and is currently teaching young learners and adults at the Australian Centre for Education in Phnom Penh. His teaching emphasizes Task-Based Learning, which supports a communicative approach to developing students' confidence and language skills. He also applies a blended learning approach, integrating digital tools with traditional methods to enhance outcomes. Sovannchhay is particularly interested in learner autonomy and designing interactive lessons that balance teacher and student talking time for effective learning.

CHHON Leangey has been promoted to be Good Teacher for six months at a private school in Battambang, where she has been teaching since 2021. She has some understanding two years of experience in the General English Program and also serves as a Teacher Assistant of English Literature at the Institute of Foreign Languages,

National University of Battambang. She earned her Bachelor of Arts in English Literature from the National University of Battambang. While pursuing her bachelor's degree, she has researched the program, matched her career goals with the program's offerings, and have a strong academic and practical background.

CHHOR Chang is a government primary school teacher at Bour Primary School, located in Phnom Prek District, Battambang province. She holds a bachelor's degree from Battambang Teacher Education College. She is currently pursuing her master's degree in teaching English to Speakers of Other Languages (TESOL) at the National University of Battambang. Her research interests include classroom management, learning engagement, and EFL teaching methodology. She published some articles on Research Square, and European Journal of Contemporary Education, and E-learning.

CHHOU Sil is an experienced English teacher at ACE Siem Reap Campus, where he has been teaching for the past five years across diverse programs, including children, young learners, and adult courses. He earned his TESOL degree in 2018 from USEA University in Siem Reap. Throughout his teaching career, he has developed a strong passion for integrating fun and engaging activities into his lessons. His expertise extends to using innovative online educational platforms, which have proven highly effective in fostering student engagement and learning outcomes. Sil is committed to creating a dynamic, student-centered learning environment.

CHHOUN Chhunnet is a teacher of English at Australian Centre for Education, currently based in Tuol Tom Pong Campus, Phnom Penh, Cambodia. He has been teaching English since 2008 with various schools. He also used to hold a role as a trainer for a TESOL (Teaching English to Speakers of Other Languages) program, which allowed him to help trainees build confidence and adaptability. Through interactive workshops and demonstrations, he models effective teaching practices, showing how to engage learners, create supportive learning environments, and address language challenges.

CHHOUR Aumyareach is an English language teacher at the Australian Centre for Education (ACE). He has over three years of teaching experience in international school settings, where he has developed a strong focus on student-centered learning and classroom engagement. In addition, his work includes organizing academic events, contributing as a speaker, and actively participating in professional development. He is especially passionate about fostering learner autonomy, integrating AI-driven teaching methods, and supporting student motivation. With this in mind, he is excited to share his classroom experiences and exchange ideas with fellow educators in the spirit of continued professional growth.

CHHUN Menghor graduated from The University of Cambodia in 2017 specializing in English Language and Literature. He has been actively involved in education sector since he was a freshman, working with an international organization and a private school. Since March 2018, he has been a fulltime teacher of English at Australian Centre of Education, one of the most prestigious English language school in Cambodia. His major professional interests include pedagogy, professional development, teaching with technology, and teaching with creative thinking.

CHRETIEN Jean-pierre is a veteran international teacher. Aside from teaching in Tokyo, Mr. Chretien is involved in volunteer work for free schools around Siem Reap, Cambodia. Mr. Chretien holds a Masters degree in TESOL from Teachers College Columbia University and a Masters in Elementary Education from Lesley University. Mr. Chretien has presented numerous times at CamTESOL, often in partnership with Cambodian teachers, on topics related to project based learning, experiential learning and teacher training. Coming from an older generation Mr. Chretien struggles to find a balance between contrasting approaches to learning.

CHUENG Pich Pich, an English teacher at CSRHS and PhD candidate in Curriculum and Instruction at the National Institute of Education, holds two Master's degrees in Education and English. With experience in secondary and higher education, his research focuses on EFL writing, scaffolding, learner autonomy, critical thinking, and classroom engagement to improve Cambodian pedagogy. Moreover, Mr. Ly Sovann, Vice Director of the Institute of

Foreign Languages at NUBB and fellow PhD candidate, holds Master's degrees in Education and TESOL. His work emphasizes innovative teaching, curriculum design, sustainable development, and academic writing, advancing foreign language education in Cambodia.

CHUM Sokuntharoath is a CELTA-certified teacher and Lead Teacher at the Australian Centre for Education. She has over eight years of teaching experience in Cambodia and one year in early childhood education in New Zealand. In addition to classroom teaching, she has contributed to materials and test development, quality assurance, and teacher training. She holds a Master of Arts in TESOL and a Bachelor's degree in Education. She also completed a certificate in teaching young learners with NILE and the Director of Studies certificate at the International House. Her professional interests include educational technology, teacher education, and teaching young learners.

CONTAPAY Marvin Pagatpat is a distinguished teacher at Apollo English. With a wealth of experience in the field of education spanning over 9 years, he has served as a college lecturer in the Philippines for 3 years and as an ELT in Vietnam for 7 years. Mr. Contapay holds a Bachelor of Elementary Education, a Master's degree in Education, and is currently a candidate for Doctor of Education (EDD) at National University Philippines with specialization in Educational Management. A dedicated professional, he has participated in numerous training sessions and workshops as a keynote speaker and trainer focusing on English Language Teaching.

COOK Brian is an Academic Coordinator at the Australian Centre for Education (ACE) in Phnom Penh, Cambodia. He has extensive teacher training experience, having been the lead trainer on the ACE TESOL Teacher Certification Program, a CELTA tutor, and a U.S. Department of State Virtual Educator in Russia. With over a decade of teaching experience, he has taught young learners and adults in general English, exam preparation, and academic English. Brian previously worked as a lead teacher at ACE Siem Reap and served as a Virtual English Language Fellow in Panama.

COUPLAND Thomas (Cambridge DELTA; MA) is an associate lecturer of English at Kwansei Gakuin University in Hyogo, Japan. He has been working in English Language Teaching in the UK and Japan for over 15 years, teaching in the main English for Academic Purposes, exam preparation, and business English. He currently coordinates an academic writing course; and is a speaking test examiner for IELTS and Cambridge. His research interests are in language testing, interactional competence, and intercultural communication.

CROSBIE Susan has a doctorate in education from the University of Minnesota, Twin Cities, USA. She studied French at the Université de Grenoble towards her MS in Experiential Education from Mankato State University, USA. She has MSLS in Library Science, MA in Economics, and has taught in Thailand, South Africa, Kuwait, and for the past twenty years in the Sultanate of Oman. In her spare time she enjoys walking on the beach, playing pickleball, and reading.

CUSEN Oana is an assistant professor in the Language Center at Kwansei Gakuin University, Japan, where she teaches EFL and content courses. Her main teaching approach is Project-based Learning and Teaching (PBLT), and she has presented and published extensively on this topic. For the past 3 years, Ms. Cusen has been working hard to incorporate Collaborative Online International Learning (COIL) into her courses, and she has collaborated with universities in the U.S. for that purpose. Ms. Cusen's other research interests include multilingualism and native-speakerism.

CZOPEK Karolina is a linguist and anthropologist specializing in foreign language pedagogy. Currently working as an assistant professor (adiunkt) at University of Warsaw, Poland, her teaching and research explore the intersections of lifelong learning, learner diversity, and individual differences in language education. Her academic work draws on critical pedagogy, andragogy, and positive psychology, with a strong emphasis on empowering marginalized learner groups. As an anthropologist, she is a proponent of ethnographic methods in researching foreign language teaching and learning.

DASH Peter is a teacher at ACE in Phnom Penh, Cambodia. He has been an EFL instructor for over 20 years and has worked in a dozen countries including China, Malaysia, Russia, Saudi Arabia and South Korea. He has also trained multinational managers, Malaysian and South Korean teachers, as well as primary to secondary level students. He holds a Master of Applied Linguistics (University of Southern Queensland), and was an Associate at Harvard University on youth. He has published two books, edited academic articles and is published in India on geopolitics. This is his sixth CamTESOL.

DAVIS Stephen is an educator and researcher with over twenty years of higher education teaching experience in China and the United States. His work spans linguistics, English for Academic Purposes, business communication, and international marketing. His research interests include the role of artificial intelligence in language learning, endangered language preservation, and the intersections of economics and language policy. He is currently pursuing a PhD in corpus linguistics, with a focus on applying large-scale data analysis to questions of language use and policy. He is also the author of a forthcoming workbook on hands-on, design-oriented activities for linguistics classrooms.

DEAM Chek is an ELT teacher at ACE with the interest of teaching and researching mainly on TEFL. He has been a teacher of English for a period of more than 9 years (both part-time and full-time experiences) In addition to this, he is also very interested in doing research in some other areas including International Relations and Economics, Information Technology (Programming and Coding). He is also planning to a pursue a master degree in teaching English abroad.

DEIB Sieklong is a teacher of English who, in 2019, graduated from Institute of Foreign Languages, RUPP, Cambodia with a Bachelor Degree of Education in English. Regarding her working experience, she has been teaching English for over 7 years, and 5 years of which is instructing at ACE, her current workplace. She has been interested in searching new teaching techniques and implementing them in classes. In addition, she is always into professional and personal development.

DELGADO Rodolfo is an Associate Professor at the Department of English, Faculty of Foreign Studies, University of Kitakyushu, Fukuoka Prefecture, Japan. He is a holder of a Doctoral degree of Business Administration (2024) and a Master's degree in Business Administration (2008) from Anaheim University, California, U.S.A., also a Master of Science in Environmental Science (1999) from the University of Tsukuba, Ibaraki Prefecture, Japan, and a Bachelor degree in Advertising from Latina University of Costa Rica (1995). His present research interests are teaching English for Specific Purposes, specialty topics related to Business, Marketing, Intercultural and Cross-cultural communication, Tourism, and the Environment.

DENG Jingzi is currently working at the National University of Defense Technology (NUDT), changsha city, Hunan province, primarily engaged in teaching college English and postgraduate english. My main research focuses on ESP teaching and foreign language practical instruction, with a solid foundation in military English curriculum design and assessment. Meanwhile, I have a strong interest in cross-cultural communication and the cultivation of international talents, and I aspire to focus on research in these areas in the next step.

DILENSCHNEIDER Kathryn is a Professor of English at Heisei International University in Saitama, Japan. Teaching French and English since 1991, her focus is on language learning, cross cultural communications, and international exchange programs. Chairing committees on international relations for over 30 years in Japan in the Kanto Region, she has hosted groups from around the world in their cultural and language learning tours. Her focus is on language teaching, with a concentration on cross-cultural communication and study-abroad programs.

DILENSCHNEIDER Robert, Ed.D., is an associate professor in the General Education Department at Jichi Medical University and teaches medical English (ESP) to students studying to become doctors for rural districts throughout Japan. He has taught ESL for over 29 years, served as the Publications Chair and editor for the JALT Study Abroad

Special Interest Group and has published and is active in the fields of CLIL (Content and Language Integrated Learning), CALL (Computer Assisted Language Learning) and vocabulary acquisition.

DIMOSKI Blagoja is a Professor and Associate Director at the Center for English as a Lingua Franca (CELF) at Tamagawa University in Tokyo, Japan. His research interests include communication strategies in spoken ELF interactions, materials development for ELF-informed language learning and assessment, and intercultural communication. His research has been published in international journals such as Language Teaching Research RELC Journal, and Language Education in Asia (LEiA). He was the principal investigator of the five-member research group who created the ELFJ Corpus.

DO Nhi is a lecturer of English language at the Faculty of English Linguistics, Translation, and Interpretation at An Giang University, Vietnam. She has been teaching a range of undergraduate courses to English majors since 2012. Her expertise covers language skills (listening, speaking, reading, writing), cultures of ASEAN and English-speaking countries, discourse analysis, and semantics and pragmatics. She is currently a PhD candidate in Principles and Methods in English Language Education at Can Tho University. Her research interests include English language teaching methodology, applied linguistics, and cultural studies. She has published in various national and international academic journals.

DOYLE Howard has had roles in TESOL and LLN education since the 80s, from EFL teaching assistant to professorial researcher, in Cambodia, Tonga, Australia, Japan, Austria and Britain. Always preferring teaching to other non-teaching roles, he delivers mainly IELTS preparation and Diploma courses at the Australian College of English in Phnom Penh. Interests are LLN (Language, Literacy & Numeracy) education for adults, Independent Learning, Ecology of English, discourse analysis, and dedicated materials composition and development.

DRISCOLL Nicholas is a lecturer at Baiko Gakuin University in Japan, with over ten years' experience teaching English at the university level in the United States and Japan. He graduated with a master's in applied linguistics from Iowa State University in 2013 by developing a website teaching English pronunciation to Japanese learners of English. Mr. Driscoll has made a focus in teaching English and pronunciation using movies/film and developing original reading materials for pleasure reading/extensive reading classes. He has presented on these projects in Japan, Taiwan, and Vietnam.

DUCH Layhouy, who holds a Bachelor of Education in Teaching English as a Foreign Language (B.Ed, TEFL), is a full-time lecturer in the Department of English at the Institute of Foreign Languages, Royal University of Phnom Penh. She has experience teaching various age groups, with a strong focus on integrating technology into her lessons. Committed to continuous professional development, Layhouy has participated in numerous conferences and workshops. Her research interests include the effective use of technology in education and enhancing students' language skills.

DUK Nin has over 25 years of professional experience. Major Qualifications:- Master of Business Administration – Norton University, University of Cambodia- Bachelor's Degree in English Language and Humanities (TESOL) – MCU- Advanced Diploma in International Business and Human Resources – NUM- Advanced Diploma Certificate in TESOL – British Master- Certificate in Training and Assessment (Train the Trainer, TTT) – Singapore Training & Development Association. Mr. Duk Nin is from Cambodia and currently serves as the Practice Leader and Master Trainer at Franklin Covey Education Cambodia.

DY Somean has been working as a teacher of English at Australian Center of Education (ACE) since 2023. She is interested in learning new methods and technologies involving in teaching English as a second language. Moreover, as an educator, she always sees herself as a learner who desires to learn more and improve her personal career development to better herself and the education sector she is working for. In addition, she definitely hopes to pass the useful knowledge and information to other people.

EANG Monirath joined ACE in February 2024, where she teach English to young learners, focusing on developing all language skills. Her professional interests include fostering learner motivation, promoting a safe and positive learning environment, supporting communicative competence, and exploring innovative teaching approaches. She has previously presented at the CamTESOL Conference in 2025, and CamTESOL 2026 will be her second opportunity to share experiences and practical strategies with the ELT community, contributing to effective and engaging English language teaching practices.

EHTA LER Saw is an MAED Inclusive Education scholarship awardee at Saint Louis University, Baguio City. He has been teaching English for the past 10 years and volunteering in special education settings in the past two years. His current studies related to special inclusive education encourage him to develop hands-on research projects about diversity and inclusion in the English language classroom. His research studies focus on culturally responsive teaching, contextual teaching and learning, and context-based instruction, which will help the English learners to be able to develop the language learning process through an authentic connection to the lessons.

ELIZABETH Naw graduated with a Bachelor of Arts in English from Dagon University in 2004. After completing her undergraduate degree, she earned a diploma in English Language Teaching Methodology from the Yangon Institute of Education in 2006. The following year, she was awarded a diploma in English Language Teaching from Yangon University, where she also completed her Master's degree in English. In 2019, she successfully obtained a diploma in English from Wall Street English Centre, followed by a CELTA certification in 2023. With over 15 years of experience teaching English, Elizabeth is currently the Co-founder of Clover English Language Centre.

EN David is an English teacher at IDP Education Cambodia with nearly five years of experience creating interactive lessons that build speaking fluency, collaboration, and learner confidence across multiple proficiency levels. He earned a Bachelor of Education from the Institute of Foreign Languages and received the Student Research Excellence Award for his research on digital learning. Beyond his classroom role, he has actively supported youth development through mentoring in public speaking competitions, tutoring for national exam preparation, and serving as a guest speaker at leadership events. His interests include speaking instruction, digital learning, and learner empowerment.

ENG Soklim holds a Bachelor of Education in English from the Institute of Foreign Languages (IFL), earned in 2020. She is an English language teacher at the Australian Centre for Education (ACE), where she has taught a wide range of student groups for the past five years. In addition to her teaching, she serves on the observation management team as a teacher observer and Open Day coordinator. She has contributed to the development of supplementary learning materials of Time Zones course books. Her professional interests include classroom management, student motivation, and teacher development.

ENG Sokwatana is currently an English teacher at the Australian Centre for Education in Cambodia. He is a graduate of the Institute of Foreign Languages, Royal University of Phnom Penh. He has been working in the educational field for more than three years. He has completed an essential level course of ACE TESOL Teacher Certification Program. His experience involves project developments and teaching various age groups of students ranging from young to adult learners. Mr. Watana's interests in teaching and learning consist of continuous professional development, educational technology, students' motivation, and learner autonomy.

ENSHER Christie is currently a teacher at Shanghai Soong Ching Ling High School's domestic division. She has been living and working in Shanghai for the past 9 years. She has a MATESOL degree from SIT Graduate Institute where she also completed an internship at the American Language Center in Kenitra, Morocco. Currently she is pursuing a DProf TESOL degree at the University of St Andrews. She is a US and UK licensed teacher for secondary students and has also worked in several non-profit adult education organizations in the United States.

ESGUERRA Marjohn is a senior Bachelor of Secondary Education major in English student at Central Mindanao University, Philippines. He currently serves as the team leader of a research group selected to present at the IAFOR International Undergraduate Research Symposium in Tokyo, Japan. His career highlights include leading collaborative academic projects and conducting research on technology-enhanced language learning, particularly the use of short-form educational videos in English language education. His academic interests include language acquisition, digital media in education, and innovative teaching strategies. He aims to contribute to English language education through research and practice that integrates technology and pedagogy.

ESPINAL Giovanni is an American English Instructor who works at Alfaisal University in Saudi Arabia. ESPINAL has been a language teacher for over 25 years. He has taught in the Middle East, United States and South America focusing on technology, writing and speaking. He has also specialized in creating programs that go beyond teaching by empowering individuals in different settings to reach their language and professional goals. ESPINAL has presented at different conferences such as TESOL Florida, ASOCOPI Colombia, Qatar TESOL among others.

EUNG Kokking is a Lead Teacher at Australian Centre for Education, overseeing the instruction of young learners and adults across various proficiency levels. He earned his Bachelor of Education from the Institute of Foreign Languages in 2015 and has over ten years of teaching experience. In his role, he mentors fellow teachers, supports curriculum development, and implements effective teaching methodologies to enhance learning outcomes. He is passionate about creating a positive learning environment where students can thrive academically and personally. By fostering collaboration among staff and sharing best practices, he ensures continuous improvement in teaching standards and student success.

EY Chhorvorlak graduated from the Institute of Foreign Languages in 2023 with a Bachelor of Education. Currently an ESL teacher at the Australian Centre for Education in Phnom Penh, she has experience working with both young learners and adults from diverse backgrounds. Passionate about the communicative approach, she uses engaging and collaborative tasks to promote student interaction and foster an inclusive classroom environment. Her goal is to create a supportive space where all students feel valued and motivated to learn.

FADAEI NAEINI Yasamin has been working at ACE Samdech Pen for over three years. She graduated from EAE Business School in 2021, majoring in International Business in Madrid. She also holds a Bachelor's degree in Theoretical Physics. She started her journey in Language Teaching by obtaining the TKT certificate. Later, she did her CELTA at ITI Istanbul. She followed her professional career by working for the British Council in Istanbul. She has taught English in 5 different countries, including France. The not-so-interesting fact about Yasmin is her absolute admiration for Dramatic playwriting.

FAJARDO Jeralyn is currently teaching at Holmes Institute/Zhengzhou Railway Vocational and Technical College in China, where she has been serving as an Oral English Teacher for almost five years. Throughout her career, she has focused on developing students' communicative competence, building their confidence, and promoting fluency in English. Her career highlight is her sustained dedication to teaching Oral English in multicultural classrooms and inspiring learners to actively engage in communication. Although she has no publications yet, her professional interests include oral English instruction, second language acquisition, learner motivation, and innovative classroom strategies.

FALLER John Michael is a distinguished academic with degrees in English from Leyte Normal University and Lyceum of the Philippines University, as well as a degree in International Management from the University of Liverpool. With over 24 years of diverse experience across the Philippines, Oman, Bahrain, Mexico, and Vietnam, he is a passionate researcher, paper presenter, and IELTS trainer. Currently, Dr. Faller serves as Associate Editor for three international journals and contributes to several editorial boards. His research interests encompass various aspects of language and literature education, technology integration, and 21st-century teaching methodologies.

FIGUEROA Roberto Jr. is the Dean of the Faculty of Information and Communication Studies (FICS) at the University of the Philippines Open University and Head of ISTaR Labs. He leads the Immersive Open Pedagogies Program, advancing the integration of immersive technologies, spatial computing, and the metaverse in open and distance education. His research focuses on digital humanities, intercultural communication, and global collaboration. He is a MAVR-SIG Program Chair of JALT, a Transpacific Bridge Fellow at TUFS, and Managing Editor of IJEMT. He also mentors interns at UP Cebu and engages in COIL initiatives for sustainable education.

FIRTH Mark is an Associate Professor and English Language Program Coordinator at the College of Arts and Sciences, J. F. Oberlin University, Tokyo. Within SLA, he has researched and published on the teaching and learning of pragmatics, and his experience in program design incorporates tenets of blended learning with CEFR descriptors. Firth's research into L2 pragmatic development focuses on developing and using rating scales for researchers, students and instructors to assess changes in learner spoken output. His current research focuses on investigating and developing AI policies and materials for L2 programs based on a project based language teaching (PBLT) approach.

FITZGERALD Louise has worked in the ELT industry for more than 40 years. She has taught, trained teachers and managed programs in Australia, Egypt, China and Cambodia. She has written test items for a range of high-stakes international proficiency tests and has been a Master Trainer for Pearson's PTEA. Her current interest lies in the methods used by the popular Duolingo language learning platform to provide and sustain learner motivation. She is learning Spanish through Duolingo.

FLORES Lovely Pearl is a fourth-year Bachelor of Secondary Education major in English student at Central Mindanao University. She is currently engaged in publishing a research study on the use of short-form educational videos in English language education. Her academic interests include reading comprehension, innovative teaching strategies, and integrating technology into classroom instruction. Her career goal is to become a highly competent English educator who inspires students to develop critical thinking and communication skills, while promoting engaging and student-centered learning environments.

FLORIZA Jeffrey is a twelve-year (12) Faculty of the English department of the College of Social Sciences and Humanities, Mindanao State University-GenSan City. He was the former Chairperson of the said department for two (2) years (A.Y. 2021-2022 and 2022-23). He is a researcher, leader, and advocacy campaigner who raised awareness of the importance of education and learning across disciplines. His field of specialization includes English Language Teaching (ELT), English for Specific Purposes (ESP), Technical and Creative Writing, and studies on Language Variations.

FRANCES Shiobara is an associate Professor at Kobe Shoin University, Japan. She has been teaching English as a second language for over 30 years. She has a Master of Education in Applied Linguistics and a Doctor of Education in Higher Education. She is also a founding member of an international Saturday school for elementary school students. Her main areas of interest are teacher training, teaching young learners and technology use in education. She has published and presented extensively on implementing and improving English education in Japan and around the world.

FUISTING Bjorn is an Associate Professor in the College of Business Administration at Ritsumeikan University, Japan. He has been teaching English as a Foreign Language for over 20 years in Japan and has recently completed a Doctor of Education in Teaching English to Speakers of Other Languages (TESOL) at University of Exeter. His research interests include Extensive Reading, teacher job satisfaction and teacher professional identity. He has also published articles on student peer review in EFL writing.

FUJII Kazuma earned his MA from Doshisha University in Japan in 2002, followed by a Ph.D. from Keio University in 2017. He currently serves as an associate professor at Nagaoka University of Technology in Japan. His primary research focus encompasses extensive reading and applied cognitive linguistics. His contributions have been

featured in publications such as *The Reading Matrix*, *The English Teacher*, *LEARN Journal*, *Journal of Extensive Reading*, and *Journal of Pan-Pacific Association of Applied Linguistics*, highlighting his commitment to advancing the field of extensive reading and applied cognitive linguistics.

FUKUDA Tetsuya (PhD in Education) is a Senior Associate Professor in the Faculty of International Liberal Arts at Juntendo University in Tokyo, Japan. He teaches English and English education and also manages the EMI program. His main research interests lie in educational psychology, particularly motivation and belonging. He has published extensively, including more than 10 book chapters in volumes such as "STEM English in Japan" and "Student Engagement in the Language Classroom". His other areas of interest include program evaluation, vocabulary development, and world Englishes.

GALAMBAO Bituin Nj a senior Bachelor of Secondary Education student majoring in English at Central Mindanao University, Philippines. She is dedicated in promoting excellence to education. She was actively involved in student body organizations during her highschool years. As an aspiring educator she demonstrates a passion for teaching English through innovative methods. With a focus on leveraging technology to enhance learning, she aspires to inspire students, foster a love for language, and contribute to creating dynamic and effective educational environments.

GALLACHER Andrew is a lecturer in the English Education Division at Fukuoka Women's University, Japan. He is currently leading a three-year research project, *Developing English Communication Materials Using the ADDIE Model*, which integrates AI tools into instructional design for English communication courses. He has published widely on technology-enhanced language learning and curriculum design, with work appearing in *Learning and Individual Differences*, *AsiaTEFL*, *EuroCALL*, *KOTESOL*, and other international proceedings and journals. His recent research explores the use of digital tools in EFL contexts, and his professional interests include instructional design, task-based learning, and the pedagogical applications of emerging technologies.

GANDIWA Shamiso is an educator with a Bachelor of Education from the Midlands State University of Zimbabwe and is currently pursuing her M.Ed in the field of Education. With a passion for teaching primary students and supporting their future educational goals, she has gained valuable experience working as a Primary Teacher since 2015. Additionally, she has acquired various courses and attended educational training throughout her career. Currently, Shamiso is a General English Program Teacher at Sovannaphumi School Poipet 2 Campus in Cambodia, bringing her expertise and commitment to education to her students.

GARANT Mikel is from the US and received his PhD in Organizational Communication from the University of Jyväskylä, Finland. He taught at the University of Helsinki, Finland for many years and is currently the Professor of Applied Linguistics at Beijing Institute of Technology in Zhuhai, China. He is the editor in chief of *Current Trends in Translation Teaching and Learning*. He has published extensively and has been a guest professor at leading institutions all over the world.

GARGAGLIANO Arlen is an educator who has managed ESL programs, written curricula, and coached new and experienced instructors. She has conducted many skills development trainings, in the United States and abroad, and co-authored several highly acclaimed textbooks, including *Writing from Within 1 and 2*, published by Cambridge University Press. Since 2017, Gargagliano has worked with the National Immigration Forum's English at Work program, on contextualized English curriculum design, which incorporates employee-specific skills training paired with English language training and digital skills development. She currently teaches in Westchester Community College's Intensive English Program, as well as in the TESOL Certificate Program.

GENTRY Reginald is a Lecturer at Sophia University's Center for Language Education and Research in Tokyo, with a primary focus on higher education contexts. He has taught at universities in both the United States and Japan. His research interests include language program evaluation, speaking assessment, and second language writing.

He has presented at international conferences and contributed to institutional publications. Career highlights include curriculum development and assessment initiatives that strengthen program quality while supporting learner achievement and instructor professional growth.

GILDART Samuel is an associate professor in the Faculty of Commerce and Business Administration at the Chiba University of Commerce and a Ph.D. graduate from the International Graduate School of Social Sciences at Yokohama National University in Yokohama, Japan. His research interests include content-based English teaching, international management, international relations, and global economic issues. He has presented and written about pre- and post-guidance on study abroad topics. He also teaches International Management in Japanese. Correspondence can be sent to samgildart@hotmail.com and/or sgildart@cuc.ac.jp.

GIUGA Vince is an ESL teacher at Australian Centre for Education, where he helps students improve their English abilities and prepare for the IELTS exam. He has earned a Bachelor's degree in Marketing from Thomas Edison State University and is currently pursuing a Master's degree in Education. While educators usually place more importance on broader theories and strategies in any given field, Vince holds a particular interest in optimizing the microscopic aspects of education, constituting all class sessions and activities.

GOLDBERG Paul has taught EFL in Venezuela, Spain, Korea, the US, and most recently at Kwansei Gakuin University in Osaka, Japan where he was a coordinator in the English Language Program. His main area of interest is extensive reading, and he is a board member of the Extensive Reading Foundation. In partnership with almost every major publishers of graded readers, he has developed Xreading, an online resource that allows students to practice extensive reading and listening.

GOMEZ Steven teaches Preparatory English at Al Faisal University in Riyadh, Saudi Arabia. He holds an MA in Linguistics and has over a decade of English teaching and teacher training experience, including nine years at the university level. His professional interests include L2 writing pedagogy, rubric-based assessment, and integrating large language models into language teaching. He has presented at KazTEA in Kazakhstan, teacher development conferences in Kyrgyzstan and Uzbekistan, and PH International conferences in Georgia, focusing on writing instruction and technology integration.

GRAHAM Sharon is the Cross-border Education Specialist in the Office of Global Affairs at Fort Hays State University in Kansas. She has a Master of Arts in TESOL and has been teaching for over 20 years in English language programs both in the U.S. and China. She recently served as Director of EFL Curriculum in partnership with one of FHSU's cross-border programs. She has presented at the International TESOL Convention, EnglishUSA, and CamTESOL. Her areas of interest include cross-border educational partnerships, teacher training and support, and writing.

GREEN Danny is the Senior Manager, Student Success at RMIT University Vietnam. With over 15 years' experience in education, he has led the introduction and development of professional peer support programs, pioneered data-driven service and evaluation dashboards to enhance student success, and designed and managed successful preparatory pathway programs. His professional interests include institutional data and research systems, AI applications in education, and the role of learning sciences and first language utility in modern student support approaches.

GUFRON Gufron is an English lecturer at Universitas Pradita Indonesia's Department of Information Systems. His research focuses on various aspects of English language education, such as Teaching English Methods, English for Specific Purposes, English for Academic Purposes, English for General Purposes and Computer Assisted Language Learning (CALL). As the coordinator of the Centre of English for General Academic Purposes (EGAP) at Universitas Pradita Indonesia, he plays a crucial role in advancing language learning and academic excellence.

GUNNING Vlasta is a language teacher and educator since 1995, experienced in teaching a number of languages across the world. English as a second language teacher for 19 years, teaching English to migrant communities in Australia since 2006. Highly skilled in Inter-cultural Communication, Teaching Languages other than English, English as a Second Language (ESL) and Educational Assessment and Quality Assurance. Highly experienced in delivering curricula-based training and training packages in the Culturally and Linguistically Diverse sector, including foundation skills programs, digital learning and vocational education. Currently working as the Lead Quality Assurance at Navitas Skilled Futures.

HAK Nimol is a teacher of English at Australian Centre for Education. She has over 3 years of teaching experience ever since her graduation from IFL in 2024. She is also pursuing her Master degree in Educational Administration and Leadership at PUC to continuously develop herself as an educator. Outside of teaching, she has served as a mentor in the Learning Support Unit at IFL to support fellow students academically. This will be her 1st year at CamTESOL, she looks forward to sharing her experiences, learning from fellow educators, and contributing to the professional community.

HAK Ratanak is an English teacher at the Australian Centre for Education. Throughout his career, he has made valuable contributions to education and worked with diverse groups of students. He is dedicated to creating a supportive, friendly, and interactive learning environment where students can enjoy learning and achieve their goals. As an educator, his goal is to motivate students to pursue knowledge beyond the classroom and inspire them to embrace learning as a lifelong journey.

HARRIS Justin is a professor at Kindai University in Osaka Japan, and he has been a language teacher for over 20 years. His research interests centre around methodologies that encourage learner motivation, including task-based language teaching (TBLT). He is the founder and president of the Japanese Association of Language Teachers' TBLT Special Interest Group. His papers have appeared in many journals including Language Learning, Language Teaching Research, Asia Pacific Journal of Education, and Asian Englishes.

HASPER Anna is a primary-trained freelance ELT learning and teacher development specialist based in Dubai, with extensive experience across Australasia, Africa and the Middle East. She delivers and assesses CELTA courses around the world and designs bespoke training courses and materials for various publishers, IDP IELTS and TeacherTrain. She writes for MET and regularly writes blogs and presents for various publishers. Her interests are teacher development and educational psychology with an emphasis on motivation, engagement and social emotional wellbeing. She's the author of Activities for Social Emotional Learning.

HAWKES Martin has been teaching English in Japan since 2003. After several years in secondary education, he began teaching at universities in 2010 and joined The University of Shiga Prefecture in 2015. He holds an MSc in TESOL and a PhD in Applied Linguistics, both from Aston University in the UK. His interests include task-based language teaching (TBLT), English as a medium of instruction (EMI), and strategies for preparing students to participate effectively in Model United Nations conferences.

HAY Yarina, a B.Ed graduate from Institute of Foreign Languages, RUPP, is an English teacher at ACE. Priorly, she has had experiences teaching as a home-tutor and working in the Education Unit at CDRI. During her time at ACE, she has contributed to several major projects, such as the Materials provisions, the all-level Reading Remodifications and more. She was also a key member of the Professional Development (Cooperation with MOEYS) Workshops to train and empower educators during the blossoming of online teaching. Working alongside lead teachers, she is currently involved in the teaching observation program to ensure teaching qualities.

HEANG Bunnaroth is a graduated with his bachelor degree in English Education from the Royal University of Phnom Penh in 2023. He is now teaching at the Australian Centre for Education. He has been a crew member of CamDEBATE, a Tips Sharing Facilitator and moderator and also a volunteer to teach English for Grade 12

students. He has always been keen on learning more about TESOL and sharing his existing skills with his fellow teachers. Throughout his teaching experience, he has been enthusiastic about using his visual design and implementing more 21st century skills in ESL setting.

HEANG Sovannmealea is a teacher at The Australian Centre for Education (ACE), where she has taught English for two years to learners of all age groups. She has been teaching since 2021 and focuses on developing practical strategies to foster learner engagement and active participation in ESL classrooms. Her interests include understanding adult learner behavior, addressing classroom silence, and promoting interactive teaching methods. She is passionate about creating supportive learning environments where all students feel confident to contribute and practice English effectively.

HEANH Sopheak is a recent graduate with a Bachelor of Arts in English from the Faculty of Foreign Languages, National University of Management (NUM), Cambodia. Her undergraduate research, "Effects of Peer Teaching on Students' Achievement," reflects her interest in innovative and student-centered learning. She currently teaches English and Presentation Skills to young learners at Community 21 School, Westline Education Group. Beyond the classroom, she has served as a judge for Spelling Bee competitions and project presentation contests. Her experience also includes a teaching practicum at Hun Sen Skun High School, where she strengthened her instructional and classroom management skills.

HECKADON Peter currently teaches English to medical, engineering, business, and law students at Alfaisal University in Saudi Arabia. He previously taught in Japan, China, Oman, and Kazakhstan. He has co-authored papers in the areas of: business writing, second language writing challenges, 21st Century skills learning, and social entrepreneurship. His interests include collaborative and blended learning, intercultural communicative competence, the creation and sharing of digital content, and the impact of AI tools on second language learning and teaching.

HEM Paravuth has over a decade of experience in education in Cambodia and Australia, serving as an English Teacher, Lead Teacher, Campus Director, and Officer in charge of the Teacher Training Program. From 2016 to 2021, he presented on teaching methodologies and technology integration at CamTESOL and represented CamTESOL at the 2019 KoTESOL conference in Seoul, South Korea, where he collaborated with educators from around the world. He holds two master's degrees in Education from Monash University, Australia (2023), and the Royal University of Phnom Penh (2020), alongside a Bachelor's in TEFL from the Institute of Foreign Languages (2015).

HENG Dara is a school principal at The Global Child, a non-profit, U.S-sponsored Organization, and his school supports the former-street working children. Dara has been volunteering in many community events in Siem Reap, and around Cambodia, not only has Dara led the Community of Practice in facilitating the EdCamp Unconference for English Teachers in various provinces, and he's also coordinating the Civil Society Organizations in his region. He holds a master's degree in Education, he's been teaching English for almost 20 years. Dara is currently pursuing his Ph.D. in Education Management.

HENG Huykeang is teacher of English at Australian Centre for Education (ACE) in Cambodia, where she has been teaching for many years. She has extensive experience working with students of diverse backgrounds and is passionate about fostering communicative competence, critical thinking, and learner autonomy. Committed to lifelong learning, she continually seeks opportunities to enhance her knowledge and contribute to the advancement of English language education in Cambodia. Her professional interests include innovative teaching methodologies and other training.

HENG Leapsophearoth is currently a teacher of English at the Australian Centre for Education (ACE) where she is teaching young learners aged below 15. She is now pursuing MA in TESOL after receiving a degree in Bachelor of Education in Teaching English as a Foreign Language (B.Ed-TEFL) from the Institute of Foreign Languages (IFL) of

the Royal University of Phnom Penh (RUPP). Previously, she worked as a part-time teacher teaching young learners at Kong Ren International School for two years. Her research interests include teaching young learners and teaching grammar communicatively.

HENG Pichvorleak is currently working as a teacher of English at Australian Centre for Education. She graduated from Institute of Foreign Languages majoring in Bachelor of Education in Teaching English as a Second Language in 2018. She also worked as a voluntary teacher to teach public primary school students in 2017. Having spent the past 8 years in teaching, she is very interested in creating an environmentally friendly classroom and preparing and supporting learners to become a confident individual.

HENG Punloeu is currently working as a lead teacher at the Australian Centre for Education. Starting as a general English teacher in 2015, he is particularly interested in educational psychology and teaching methodology. After obtaining a master's degree in education from the Victoria University of Wellington, he intends to promote awareness of the potency of educational psychology in Cambodia, especially when it comes to understanding the students' psyche and how to build teacher-student rapport in a more open and less hierarchy-based manner.

HENG Sireyroth is an ESL teacher at Australian Centre for Education (ACE). She has pursued a bachelor degree of Education in Teaching English as a Foreign Language (B.Ed, TEFL) at the Institute of Foreign Languages (IFL). She has been working as a teacher of English for 6 years after her graduation in 2019. As an educator, Sireyroth has always had a keen interest in the development of her profession. She has been actively seeking new strategies and practices that could help make learning and teaching more effective and efficient for both teachers and students alike.

HENG Vichet graduated with a Bachelor of Education from the Institute of Foreign Languages in 2013, HENG Vichet is currently in his eighth year of teaching at the Australian Centre for Education (ACE). Before joining ACE, he taught at the American Intercon Institute for three years. Over his career, he has taken on diverse responsibilities and projects, and he now serves as a Lead Teacher, a member of the management team who supports teachers and ensures their teaching performance and professional conduct meet organizational standards. Additionally, he has been a regular presenter at CamTESOL since 2018 because he believes in lifelong learning.

HIEK Chann Veasna is an English teacher at the Australian Center for Education (ACE) with two years of experience. He holds teaching (TEFL) and International Relations degrees, both awarded with Excellence Awards. Veasna has an IELTS score of 8.0, demonstrating strong English proficiency. He is passionate about promoting independent learning and student-centered teaching to empower learners in their language acquisition. Additionally, Veasna is a published author, having written a successful opinion piece titled "ASEAN and the South China Sea Dispute: Which Way Will Cambodia Jump?" featured on CamNess.

HIEK Narath, known as Eden, is a dedicated educator and emerging professional of Teaching English. A graduate from the Institute of Foreign Languages at the Royal University of Phnom Penh, Eden holds a degree in Teaching English as a Foreign Language (TEFL) and also culminated in his status as an honor graduate from the National University of Management, where he earned a Bachelor's degree in Smart City Planning Management. Currently, he serves as an English teacher at the Australian Education for Centre (ACE), where he continues to inspire students and implement innovative strategies to enhance their learning experience.

HIM Sekirin is an English teacher at the Australian Centre for Education (ACE), with 5 months of teaching experience. He holds dual degrees, one is education in teaching English as a foreign language (TEFL), and the other one is International Business Management (IBM). Sekirin independently conducted and completed a thesis research project during his undergraduate studies. With several months of teaching experience at the Australian

Centre for Education (ACE), Sekirin developed practical skills in lesson planning, classroom management, and student engagement, helping learners improve their English proficiency in an interactive and supportive environment.

HING Keopisey is an English language teacher at the Australian Centre for Education (ACE) in Cambodia. She holds a Bachelor of Education in Teaching English as a Foreign Language from the Institute of Foreign Languages (IFL). With a passion for professional growth, she has actively engaged in numerous workshops, training sessions, and collaborative projects aimed at enhancing teaching practices. She has also contributed to the broader educational community as both a facilitator and presenter at the CamTESOL Conference. For her professional development, she is keen on partaking in more educational projects to continuously expand her skills and knowledge towards education.

HO Alwin is an educator with 15 years of experience in English language teaching and curriculum development. He currently leads the Department of English and Humanities at Singapore (Cambodia) International Academy, where he works closely with colleagues to enhance teaching practice and foster professional growth. His background includes over a decade of teaching in Singapore, where he taught across a range of subjects and levels. With academic training in philosophy and education, Alwin brings a reflective and student-centred approach to his work. He is interested in integrating grammar and language skills, and in mentoring teachers in developing effective classroom practice.

HO Phuong got her doctoral degree in education from the University of Southern California, USA. She has worked as an educational leader, university lecturer, and educational manager for over 30 years. She has been involved in the teacher training program for English language educators as a curriculum designer and trainer under the National Foreign Languages Project in Vietnam. She teaches graduate programs in TESOL at Curtin University, Australia, and Open University in Ho Chi Minh City. Her research interests are curriculum development, assessment, professional development, and AI. She is the supervisor of several master's theses in ELT and education.

HOCKLEY Andy is an educational management consultant and trainer. He has been training managers for 20 years and has been coordinating and training on the IDLTM (International Diploma in Language Teaching Management) since its inception in 2001, and is the global lead trainer for the course. He is co-author of "Managing Technological Change" (CUP 2022), 'From Teacher to Manager' (CUP, 2008), and 'Managing Education in the Digital Age' (The Round, 2014). He is also a member of the IATEFL Board of Trustees

HOEM Vandy earned his Bachelor's degree in English for Teaching in 2018 and recently completed my Master's degree in TESOL at the Institute of Foreign Languages (IFL). With about eight years of teaching experience in different institutions, I am now an English teacher at the Australian Centre of Education (ACE). I see teaching as a meaningful contribution to Cambodian society, where my passion grows as I nurture the younger generation by sharing knowledge, instilling values, and fostering essential life skills.

HONG Nana has been teaching English at the Australian Centre for Education (ACE) for three years and is currently working with students under the age of 15. She holds a Bachelor's degree in Education, majoring in Teaching English as a Foreign Language, from the Institute of Foreign Languages (IFL), where she graduated in 2022. She also spent a year teaching general English programs as a full-time teacher at Aii Language Center. Her professional interests include building speaking confidence in young learners, integrating digital tools into language learning, and developing strategies to support mixed-level classrooms.

HONG Sonita graduated from the Institute of Foreign Languages in 2011 with a major in Teaching English as a Foreign Language. She is currently an English teacher at the Australian Centre for Education, IDP Education Cambodia, and has been teaching English to adults, young learners, and children for over 10 years. With a strong background in TESOL, she has presented at and attended the CamTESOL Conference multiple times since 2017.

Her areas of professional interest include educational technology, language assessment and self-directed professional development. She believes that students absorb knowledge effectively when they find learning enjoyable.

HORIE Hirofumi is a specialist in European History, Asian Studies, and English Communication. He earned a PhD in Tudor English History from the University of Cambridge, under the supervision of Sir G. R. Elton. He is currently teaching Business English and Journalism at Aomori Public University in Japan. A Retired Fellow of the Royal Historical Society in the United Kingdom, he is the author of *Heinrich Bullinger and the European Reformation*, among other works. He previously served as President of JASEC (The Japanese Association for Studies in English Communication) and as Director of the Senshu University Institute of Humanities.

HORIE Nonoka completed her undergraduate studies at Bunkyo University and is currently in her second semester of the graduate program at Akita International University. She has obtained teaching licenses for elementary, junior high, and senior high schools, and is interested in English education across a wide range of age groups. She aims to become a senior high school teacher after graduation. She is currently involved in organizing and facilitating a three-day Intensive English Program for secondary school students.

HORN Sothearith has worked as a Teacher of English at numerous establishments, but he found his career stability at Australian Centre for Education as he has been working here since 2022. With a bachelor of education in English in his grip, Mr. Sothearith has ventured and immersed himself in the art of teaching. He is always looking for new ways to keep his lessons fresh, and interesting techniques from his peers to enhance his pedagogy.

HOSHINO Junko is an English teacher at a Japanese state secondary school, focusing particularly on teaching English to pupils requiring special educational support. Under the guidance of Professor Dr. Iijima at Gunma University, she develops lessons based on special needs education, utilising visual aids and individualised tasks to cater to diverse learning requirements. From an educational counselling perspective, she practises creating a secure classroom environment mindful of pupils' emotional states. Through her English lessons, she aims to nurture pupils' self-expression and confidence.

HOSSAIN Tania is an English teacher at a Japanese state secondary school, focusing particularly on teaching English to pupils requiring special educational support. Under the guidance of Professor Dr. Iijima at Gunma University, she develops lessons based on special needs education, utilising visual aids and individualised tasks to cater to diverse learning requirements. From an educational counselling perspective, she practises creating a secure classroom environment mindful of pupils' emotional states. Through her English lessons, she aims to nurture pupils' self-expression and confidence.

HOU Chanpuy is a teacher at ACE TK Campus. He has approximately 2 years experience in ELT. He graduated from Institute of Foreign Languages (IFL), Royal University of Phnom Penh in 2024. Currently, he is pursuing his Master Degree of TESOL at IFL as well. Before being a part of the ACE team, he has also been a part of a team organizing an event to promote reading in Cambodia as well. Furthermore, he has also finished ACE TESOL both Elective and Essential courses.

HOU Soklin is currently an English Teacher at ACE. She has been working there since 2016. She graduated with a B.Ed in Education from the Royal University of Phnom Penh in 2015. After her graduation, she joined a social project which was funded by the US Embassy in Phnom Penh to provide English learning resources for students in rural areas. Also, she used to be a part-time English teacher at HELLO AMERICAN SCHOOL for one year. Her professional interests lie in curriculum development, students' engagement, and classroom management.

HOU X Leang is an academic coordinator at the Australian Centre for Education with over nine years of experience teaching English to learners of various ages. He also serves as a teacher trainer for the ACE TESOL Teacher Certification Program. He holds a Bachelor's Degree in Education from the Royal University of Phnom Penh, a

Master's Degree in TESOL from the University of Auckland, New Zealand, and a certificate in Teaching Young Learners from Norwich Institute for Language Education. He has recently completed DELTA Module Two from the University of Cambridge, demonstrating his ongoing commitment to professional development in ELT.

HOUR Sreynou is a teacher at Australian Centre for Education with over four years of experience in teaching English as a second language. Although she had shifted her career to banking industry for a couple of years, her passion and enthusiasm for teaching profession is still ignited. She is now keen on teaching adult learners while absorbing new experiences through the implementation of various methodologies. Also, she is interested in gaining insightful, innovative and practical teaching methodologies as well as meaningful approaches in order to sharpen her professional development as an educator.

HOUT Chantytta has been working as a teacher of English for 5 years. She had a publication about "Working and studying at the same time" in UC Working Paper Series in 2017. Additionally, she graduated with honors from Institute of Foreign Languages (IFL), majoring in Bachelor of Education (B.Ed) in 2018. She also presented her thesis at Cambodian ELT Conference in 2019. Plus, this is the fifth year of her presentation at CamTESOL. In 2022, she attended the Tips Sharing Series as a guest speaker. Since the early 2023, she has been a trainer in ACE Teacher Training Certificates.

HTAIK Lynn Lynn is a part-time teacher in local international and language schools. She is a trainer and teacher teaching adults, young adults and young learners. She used to work as a tutor in a private school tutoring University of Distance Education for 12 years. She has 25 years of teaching experiences and delivering presentations and workshops in both local and international ELT conferences. She is a volunteer in Myanmar Girl Guides Association helping empowerment of girls and women and supporting teachers as a voluntary teacher trainer in MmTESOL.

HTEE HSER HKU Naw has more than 20 years of ELT teaching experience and has taught different age groups. She is currently an Academic Coordinator and a trainer at Starfish Education Center, Myanmar. She is now teaching young learners and young adults. She has an MA in TEFL, the Cambridge CELTA, the Diploma in English Language Teaching Methodology and a Certificate in ECCD. She has a strong interest in creative teaching and writing short stories for kids.

HUM Chan serves as a Dean of Graduate School at the National University of Battambang, Cambodia. He has involved with several research projects on language education, language-in-education policy, teacher management and professional development. His research outputs are featured in the TEFLIN Journal, the Journal of Asia TEFL, the Oxford Handbook of Southeast Asian Englishes, and the Routledge Handbook of the Sociopolitical Context of Language Learning. He holds a PhD in Educational Management from the Education University of Hong Kong.

HUN Chansocheata graduated from Institute of Foreign language (IFL) in 2017 majoring in B.ed. She has been engaging in ELT career since 2016. Nowadays, she is an English teacher at Australian Centre for Education (ACE) specializing in various levels, ranging from Children's Program, Young Learners to General English Program. Besides, she also worked as a Freelance translator as well as volunteering in community work. She was the founder and organizer of her own charity event to fund orphans and elder people at YMCA, Cambodia and was selected as a Youth Ambassador of Green Hope Project organized by AIESEC in 2015.

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IJIMA Mutsumi is a professor at Gunma University in Japan. She has published many papers and books on TEFL or teaching English to learners with some difficulties and learning differences. Also she has a lot of experiences of teaching those learners and after she was certified as a supervisor of teachers of special needs education, she is often invited to schools to give lectures to teachers. She is interested in figuring out methods and materials of teaching English to those learners and in preparing a e-learning course on TEFL to learners with difficulties for teachers of TEFL.

IM Dalynne is a teacher of English at ACE. In addition to teaching, public speaking is one of my greatest passions. Although I have not yet had many opportunities to pursue it, I remain determined to chase this dream. I hope that my abstract will be selected for the CamTESOL Conference, as this experience would not only help me enhance my speaking skills but also provide valuable insights for other language teachers in their approach to teaching speaking.

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JUCKES Daniel is a teaching advisor for the Ministry of Education in Kaohsiung, Taiwan. In this role, he oversees the continuing professional development of foreign educators teaching English in Kaohsiung's public schools. Since beginning his position in 2022, he has delivered more than 50 workshops to over 3,000 educators on topics ranging from CLIL to classroom management. Daniel holds a Master's in TESOL from Lancaster University, where he studied under Professor Judit Kormos, and as an advocate of inclusive education and teacher empowerment, Daniel is committed to advancing English language education and professional growth for educators in Taiwan and beyond.

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KAO Dara has over 15 years of experience working in the Education field. He is currently an Academic English lecturer at University of Puthisastra. He holds a strong teaching record and excels in developing comprehensive course materials. Mr. Dara is adept at integrating technology like Chat GPT, Zoom, and Google Suite to enhance the learning experience. With a background in TESOL and a master's degree in Educational Administration and Leadership from PUC, Mr. Dara is deeply passionate about technology-integrated teaching, curriculum design, and educational research.

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KATORI Mari is a professor of intercultural communication and language learning at Aomori Public University. Her current research area is the relationship between English proficiency and regional economic activities. She studied the impact of study abroad experiences on students through her many years of service as the director of her university's International Exchange Committee. More recently, she has been researching the correlation between the economic activities of certain regions and the English language proficiency of their residents from a global perspective.

KEATHA Vorleak is a teacher at ACE. She has joined the field for a long time. After experienced in a few other fields, she finally realized that her most interest is teaching. She loves building up the community that full of education to younger generations. Though it is challenging for her some time but educating younger generation encourage her to achieve her goals. She believes that quality education is very important for individual because individual creates a community. As a result, an educated individual is the core of a quality country and a world that full of peace.

KEB Sreyrath is a teacher teaching English in Young Learner and General English Programmes at ACE Santhor Mok Campus. She is committed to creating engaging and interactive lessons that meet the needs of different learners. With a passion for education, she encourages her students to develop not only their language skills but

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KEM Rattanak Thyda is a dedicated teacher currently working at the Australian Center for Education. She holds a Bachelor of Education in Teaching English as a Foreign Language (B.Ed-TEFL) from the Institute of Foreign Language. Her unwavering commitment lies in bridging the gap between real-world applications and the classroom environment by bringing the authenticity of the English Language to her students. Moreover, she is determined to empower and help ESL students to unlock their full potential.

KEM Thiry Vina has been working at ACE for a little over a year. She graduated from the Institute of Foreign Languages and obtained her bachelor's degree in education. She enjoys developing herself as a teacher for young learners, and she is a level moderator for the program as well. RIN Pich Rasmey is a teacher of English, who graduated from the Institutes of Foreign Languages. She strives to create a welcoming environment for students while fostering their curiosity in learning. With such determination, she has worked at ACE for over two years to provide students with quality education.

KEO Nakren a lecturer at the Institute of Foreign Languages, Royal University of Phnom Penh. Over the past three years, he has successfully led various projects focused on providing training and adjudication in writing, debate, and public speaking for Cambodian youths. He also initiated workshops and social campaigns promoting inclusive teaching practices. His primary interests include education and advocacy for youth development, civic engagement, inclusion, and sustainability in education. Nakren is also the founder of EZ GenZ, a project that promotes inclusive and sustainable education and serves as a platform for educators to share experiences and engage in dialogue.

KERNER Thomas has two graduate degrees in ESL instruction and over 25 years of experience teaching children and adults. He has presented on education topics at regional, national, and international conferences. The Educational Resources Information Center has published his work under accession numbers ED400907, ED400864, ED432112, ED444866, and ED499233. He teaches English at Chicopee High School in Chicopee, Massachusetts. He is especially interested in methods of teaching groups with a mixture of language skill levels.

KESASOMPHORS Hem has been working as a teacher of English at Australian Centre for Education (ACE) in Cambodia since 2021. She graduated with a Bachelor degree in Teaching English as a Foreign Language (TEFL) in 2020. She is especially interested in teaching English to young learners, and she also conducted a study about challenges of teaching young learners and ways to alleviate them as a part of her Bachelor degree honors program. She is also an alumna of OPEN program supported by the U.S. embassy.

KET Boravin is a teacher at Australian Centre for Education (ACE). He graduated from Institute of Foreign Languages (IFL) with a Bachelor's Degree of Arts in English, and he also taught at Home of English International School. Previously, he worked as a program lead at a social enterprise focusing on empowering and supporting persons with disabilities, especially women, on entrepreneurship and economic independence. He has worked with multiple local and international non-profits, and in 2024, he conducted a national research on access to social health protection for persons with disability in Cambodia on behalf of the International Labour Organizations (ILO).

KHEN Vitou, a graduate of the Institute of Foreign Languages in 2015, has been teaching English for 14 years. Currently, he works as a full-time teacher at the Australian Center for Education tasked with various projects aside from teaching. In 2020, during the COVID-19 pandemic, he contributed his expertise to the ACE - MoEYS Digital Scholarships Program. He virtually trained 100 Cambodian high school students in the English language. Vitou's passion lies in helping his students feel a sense of achievement. He achieves this by creating engaging lessons that capture their interest and help them accomplish their learning goals.

KHEURN Diya is currently a teacher of English at Australian Centre of Education (ACE). She has a four-year experience in teaching English as a foreign language. She graduated from Royal University of Phnom Penh, Institute of Foreign Languages (IFL), in 2009. As a senior student, she had conducted a one-year research project titled: A Study on Cambodian English Language Learners' Attitudes Towards Hybrid Learning. This Study was to fulfill the requirements of the B.Ed. (TEFL) with honors at the Department of English, Institute of Foreign Languages (IFL).

KHIM Chanvorleak, whose major is Bachelor of Education, graduated from the Institute of Foreign Languages, Department of English in 2022. Due to her passion for teaching English, she has begun her journey in teaching career while doing her degree at the university. Up until now, she has five-year of experience in teaching both young learners and adults from different backgrounds. Currently, she has embarked on her teaching career at Australian Centre for Education where she has an opportunity to be a mentor and get observed by her peers. Her area of professional interest lies in teaching reading to students.

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KHOM Ratanak is a teacher at ACE Toul Kork campus. He graduated from the Institute of Foreign Languages (IFL) in 2023, with a degree in International Relations (IR) and B. Ed in English in the same year. As a new teacher at ACE, Mr. Ratanak has helped new learners to improve their use of English in academic and daily lives. He is well-versed in using online platforms to help with various skills for the learners to expand their knowledge in English as a second language.

KHORN Phengheng works as a lecturer at the Royal University of Phnom Penh with over 6 years of teaching experience. He holds an MEd in Digital Leadership in Education from Mary Immaculate College, Ireland. In addition to teaching, he has been actively involved in many research projects, focusing on examining digital transformation strategies in higher education, digital divide, generative AI, and professional development. Phengheng's research interests span a wide range of areas, including blended learning, integrating technology in education, generative AI, digital equality, literature studies and assessment.

KHOU Sereyath is an English teacher at the Australian Centre for Education in Phnom Penh, Cambodia. He has a bachelor's degree in Teaching English from the Institution of Foreign Language, class of 2021. He has been teaching the General English Program to students from diverse age groups and backgrounds for over two years.

He believes that English learning should be fun and meaningful for students. Helping his students develop their language skills is what he dedicates his career to. As a believer in lifelong learning, he enjoys reading, and listening to podcasts in English in his spare time.

KHOUCH Khayfong is an English teacher at the Australian Centre for Education. He holds a bachelor's degree in Teaching English as a Foreign Language from the Institute of Foreign Languages. Throughout his career, he has made significant contributions to education and has worked with a diverse range of students. His ambition is to foster a helpful and engaging learning environment in which students can achieve academic success. Beyond the classroom, he is deeply committed to volunteer work.

KHUN Meyyeak is a teacher of English at a private English language school in Battambang, where she has taught since 2020. She has two years of experience in the General English Program and continues to teach till present. She also serves as a Teacher Assistant of English Literature at the Institute of Foreign Languages, National University of Battambang. She earned her Bachelor of Arts in English Literature. During her studies, she conducted research on how technological tools can enrich teaching and learning engagement in EFL classrooms. Her interests include language teaching, literature, assessment, engagement activities, and teacher-student interaction.

KHY Pheara came from Prey Veng Province. He graduated my Bachelor's Degree in 2015. In addition, he pursued his Master's Degree because he had truly thought it is crucial for teaching career. He graduated Master's Degree in 2023. He has been a teacher of English for five years. Moreover, He become a Deputy Campus Director. He really loves teaching English because teaching is his favorite job. He is currently living in Phnom Penh.

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KIMBALL Jake has lived and worked in Korea for over 25 years. He currently works as a language instructor at Semyung University. His professional interests include curriculum design, professional development, and writing and editing for publication. He is a Committee Member of IATEFL's Professional Development SIG and an active Lifetime Member of Korea TESOL. He earned his MSc in Educational Management in TESOL from Aston University, UK. He is particularly interested in how engaging in action research fosters professional development.

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KITA Yoko is currently an Associate Professor at Kyoto Notre Dame University. She completed a Master's Degree in TESOL at Seattle Pacific University in Seattle, Washington, USA. She was an English program Coordinator during a MEXT English Research Project. Publications: Using Forms Quizzes to Enhance Students' Motivation in Language Learning at a Japanese University; The Critical Period Hypothesis and English Language Education: EFL at primary and middle schools in Japan; Fostering University Students' Teaching Skills through Learner-centered Instruction Effective Usage of ICT.

KIV Sokviraya is currently a teacher of English at Australian Centre of Education (ACE). She graduated from Royal University of Phnom Penh, Institute of Foreign Languages (IFL), in 2017, majoring in Bachelor of Education (B.Ed). She has a nine-year experience in teaching English as a foreign language. Throughout her teaching experiences, she has been very passionate about helping learners achieve their goals, and providing learners with an interactive learning environment as she believes English learning should be fun and engaging. Therefore, she has presented and participated in many teacher sharing sessions and training programs.

KLENG Bonreach is a full-time teacher at the Australian Centre for Education (ACE). She began her career in 2019 as a Teach For Cambodia fellow, teaching in Phnom Penh public school, and later served as an Academic Supervisor, supporting teachers on curriculum, instruction, and behaviour management. She holds an M.Ed. in Curriculum & Instruction. Highlights include presenting at VietTESOL 2021 and CamTESOL 2024, completing a U.S. Embassy-sponsored course in educational technology, delivering training for Fulbright scholars in Cambodia, and speaking at a colloquium alongside fellows from Nepal, Germany, and Afghanistan.

KOK Tola is currently teaching English at ACE, Toul Kork Campus, in Phnom Penh. After successfully earning his Bachelor of Education (B.Ed.) from IFL in 2018, he has made significant contributions to the education field. His experience includes teaching students in both face-to-face and virtual classrooms, as well as participating in various school projects such as creating online teaching materials, co-leading professional sharing sessions for TK teachers, and developing reading books for young learners. He also served as a coordinator of the ACE Spelling Bee Competition and as a judge at CamDEBATE 2022.

KOY Ya currently serves as a full-time Head Teacher of English Programs for PAMA International School in Cambodia. As the founder of U Smart School, a co-founder and active member of CoP.SR, and a co-founder of the TTLA, he has dedicated over 15 years to teaching English across various age groups. His expertise includes curriculum management, project design, coaching, and training for private schools. He holds a Master's Degree in TESOL from the USEA. He is committed to lifelong learning and promoting the English Language Teaching (ELT) Community in Cambodia.

KRAUTH Amy has been working in education for 25 years. She began her career as a secondary English teacher and transitioned into school administration four years ago. She has taught English in the United States, China, and Vietnam. Amy's move into school leadership started four years ago in Hanoi, Vietnam. She is currently the Middle School Director at SMIC Shanghai Private School in Shanghai, China. Amy is pursuing a doctoral degree in Curriculum and Instruction through Northern Arizona University. Her research focuses on the impact of integrated IELTS programs in secondary school settings within international schools.

KRISHNA S Anjana is a dedicated researcher, academic, and Assistant Professor of Applied Linguistics at BITS Pilani-Hyderabad Campus, Hyderabad. With a PhD in English Language Education from NIT Tiruchirappalli, her research focuses on language learning, motivation, technological tools for language acquisition, and language testing. Her scholarly work explores innovative pedagogical approaches in ESL/EFL contexts, particularly examining digital integration in language classrooms. She has published extensively in peer-reviewed journals and actively contributes to academic conferences, advancing understanding of effective language teaching methodologies in contemporary educational settings.

KRUY Monychothruos graduated with honours from the Institute of Foreign Languages, Royal University of Phnom Penh in 2023. He has become a part-time teacher of English since his freshman year teaching in private institutions in Phnom Penh. Later that academic year, he shifted to virtual teaching in another institution. Learning toward the fourth quarter of 2022, he has made a big leap to becoming a full-time ESL teacher at the Aii language center. Finally, he moved to the Australian Centre of Education (ACE) in the middle of 2023.

KUN Chankanitha graduated from RUPP with a Bachelor of Education in English and the IISPP with a Bachelor of Arts in International Studies (IR). Currently, she works as a teacher and level moderator at ACE, where she has had the opportunity to teach English to various groups of learners at different proficiency levels, while supporting the Academic Team in developing lessons for the Young Learners Program and various ESP classes. Having taught, coached, and mentored many young learners throughout her career, Kanitha's passion lies in the education of young learners and curriculum development.

KY Bunleang is an experienced English teacher with over five years in nonprofit and commercial education. He began teaching at an NGO during university and is now an academic teacher at a commercial school. His work includes recording students' performance and designing digital lesson plans. Bunleang holds a TEFL degree and has developed a strong passion for researching educational methodologies to enhance student learning. He is particularly interested in Applied Linguistics, which he plans to pursue further in his academic journey.

LAFLEUR Louis is a lecturer at Kindai University's Global Education Center. He has over 15 years of English language teaching experience (ESL/EFL) in supporting learners' short-term goals such as improving their TOEIC / TOEFL / IELTS test scores, and long-term goals such as improving their language skills in preparation for study abroad, graduate school, and the global economy. His research interests are related to the fields of second language vocabulary acquisition, cognitive psychology (memorization), and computer-assisted language learning.

LAO Sokuntheary has been working in the education sector for over a decade. In her 20s, she began teaching learners of different ages at various institutions and private schools, where she learned from both students and colleagues. For more than seven years, she has been teaching at the Australian Centre for Education (ACE), where she continues to gain experience and new perspectives on education. Always eager to learn and grow, she enjoys connecting with educators from around the world and feels grateful for opportunities to share what she has learned while giving back to the community.

LARKIN Pierce (BA, CELTA, MA in TESOL, Leadership & Management) is a Manager of Learning Success and Course Coordinator at RMIT University Vietnam. Originally from London, he brings over 13 years of diverse experience in education across various countries in Asia. His extensive background includes teaching and curriculum development, which has shaped his approach to student success. Pierce's current research interests focus on the innovative integration of Artificial Intelligence into the tertiary education environment, exploring its potential to enhance learning outcomes and engagement.

LASHER Andrew is a professor of EFL and writing composition at the State University of New York, Korea as well as a university administrator. He has been working in language teaching for over twenty years, and has experience in a variety of contexts, from Malaysia to South Korea. He has experience teaching all age groups from young learners to adults, and has spent time as a school teacher, trainer, professor and business English instructor and now is continuing his work in higher education as an administrator in Student Affairs. His primary research interests focus on learner motivation and materials development.

LAVALLEE Joseph holds a Ph.D. in Educational Psychology from National Taiwan Normal University and an M.A. in Sociology from the University of California, Los Angeles. He currently teaches in the International College of Ming Chuan University in Taipei, Taiwan. His current research explores the digital divide and emerging inequalities

in education as societies transition into the AI era. By examining how access to digital tools and competencies shapes student outcomes across countries, he aims to inform policy and practice for more inclusive, resilient, and future-ready education systems.

LAY Neary is an experienced educator and teacher trainer based in Cambodia. Currently, she serves as a Teacher Trainer of English at the National Institute of Education and a Lecturer at Pafñasastra University. She holds Master's degrees in Educational Administration and Leadership, and Development Studies from the Royal University of Phnom Penh. With a strong background in curriculum development and international training, she has contributed to various regional workshops and conferences. Her interests include teaching and learning, social inclusion, and technology enhancement. LAY is fluent in Khmer and English, with additional skills in Chinese and Thai.

LAY Sokunthea is an English teacher at the Australian Centre for Education (ACE). She is passionate about exploring innovative teaching techniques and methods for young learners and aims to create engaging and effective learning environments. With a focus on enhancing student interaction and vocabulary retention, she continually seeks new ways to inspire her students to actively participate in their language development. Her professional interests lie in utilizing creative approaches to teaching, with a special emphasis on fostering vocabulary acquisition through interactive learning activities.

LAZAROV Vladimir is an English lecturer at the Cambodia University of Technology and Science. He holds a Certificate IV in TESOL from Chisholm Institute, Australia, and has studied History and Psychology of Pedagogy at the University of Blagoevgrad, Bulgaria. At CamTech University, he specializes in foundation year and remedial classes. With over 14 years of experience teaching English at various levels, from beginner to advanced, including at the Institute of Foreign Languages at Pannasastra University of Cambodia, Mr. Lazarov integrates Khmer cultural understanding and pedagogy into his teaching practices, ensuring culturally responsive and effective education.

LE CONG Tuan is a lecturer of English and linguistics at the School of Foreign Languages at Can Tho University, Vietnam. He was awarded an MA degree in Applied Linguistics by the University of Queensland, Australia. His research interests include learner psychology, task-based language teaching, applied linguistics, and teacher professional development. Tuan is currently a doctoral student at Can Tho University and has been a frequent presenter and participant of the CamTesol Conference annually since 2005.

LE Vu Hung is an English lecturer at the Faculty of Foreign Languages, Ho Chi Minh University of Banking. He earned his Master's degree in TESOL in 2012 and completed his PhD in Teacher Education in 2021. His main research interests include English Language Teaching, ICT integration in ELT, and Educational Innovation. He has actively presented at conferences and published articles with the aim of contributing to the advancement of English Language Teaching and teachers' professional development.

LEANG Rathanaksreypich is an English teacher at the Australia Centre for Education (ACE). She holds a Bachelor of Education with a focus on teaching English as a Foreign Language (TEFL) from the Institute of Foreign Languages (IFL). She is particularly interested in creating an engaging and interactive learning environment for young learners. Through her experiences, she has developed a range of teaching techniques to meet the diverse needs of her students. Mrs. Sreypich is dedicated helping her students reach their full potential.

LEAP Nuthchara has been an English teacher at ACE Toul Kork since 2023. She graduated from the Institute of Foreign Languages several years ago and has experience in teaching and various roles, including tip-sharing moderator, facilitator, and event coordinator. Her professional interests include creating fun, engaging, and energetic classroom environments that foster active learning and enthusiasm among both students and teachers. In her free time, she enjoys relaxing by watching her favourite shows in a cozy atmosphere.

LEGGE Thomas is a lecturer in Faculty of Business Administration at Momoyama Gakuin University in Osaka, Japan where he teaches English and Business courses. He has been involved in IELTS for ten years, both teaching students and as a teacher trainer, and has previously worked for the British Council in Tokyo and Osaka. His main research interests are in study abroad, working holidays, and IELTS test preparation. He is currently the president of the JALT Study Abroad Special Interest Group.

LEHAO Fernan is a Faculty of the English Department of Mindanao State University-General Santos City, Philippines. He holds the position of Assistant Professor with Master of Arts Degree in Education Major in English. He is currently, the Chairperson of English Department of MSU-General Santos City. Recently, he has presented his research in an International Conference in Ho Chi Minh City, Vietnam, and the 2024 and 2025 CAMTESOL. He has published a study on using Multi-Modal Approach in Teaching Poetry Writing. He is currently pursuing his PHD in English Language. A Husband and a Father.

LENKO-SZYMANSKA Agnieszka is Associate Professor at the University of Warsaw and member of the English-Medium Education Research Group for Excellence (EMERGE). Her academic interests lie at the intersection of second language acquisition, language teaching and corpus linguistics, with a focus on lexis and phraseology. She is also involved in teacher education. Her latest monograph, *Defining and Assessing Lexical Proficiency*, was published by Routledge in 2020. She has also published a number of papers on the applications of corpora in language teaching and learning.

LEVY Lawrence S. is a Lecturer at Kyoto Bunkyo University, Kyoto Japan. Publications include: Textbook: BOARDTALK: Intermediate Communication, Papers: A Preliminary Study of the Effectiveness of Applying Board Games for Language Acquisition; Playing Games to Develop Language Competency; Literacy and Second Language Educational Programs in Minimal Resource Environments; Extensive Reading in English as a Foreign Language/English as a Second Language Contexts; Handcrafted Books and Student Produced Graded Reading Libraries; Academic Essay: "Wetware" Maintenance and Good Sleep Practices. Fields of interest are; minimal resource education with a focus on literacy training, task-based education, and brain-based education and learning.

LI Yuxi is a teacher at National University of Defense Technology, specializing in foreign language education, language acquisition, and psycholinguistics. With nearly 10 publications in leading international journals, including SCI-indexed ones, she has made significant contributions to understanding the cognitive processes underlying language learning. Her research program is further supported by her leadership and involvement in 8 competitive research projects. Her work aims to bridge theoretical insights with practical applications, ultimately seeking to inform and enhance language teaching methodologies. She continues to explore the intricate interplay between language, mind, and pedagogy.

LI ZHONG Ana is a language lecturer at Xi'an Jiaotong-Liverpool University (XJTLU) and module leader for an Introduction to Intercultural Communication course. She holds degrees from Winona State University and St. Mary's University of Minnesota and has K-12 teaching licenses in ESL and reading. She has published research on student belonging and growth mindset in Chinese higher education and is a Fellow with HEA. Her professional interests include intercultural identity, communication, and innovative classroom practices.

LIM Douna is currently an English teacher at The Australian Centre for Education, IDP Education (Cambodia) in Phnom Penh. With 15 years of experience in the education sector, including 10 years in his current role, he has taught a diverse range of students, from children and teenagers to adults. In addition to his teaching responsibilities, Douna contributes to various projects, including the "Professional Development Site," the "Open Day" event, and the "Calling Campaign." He is particularly passionate about sharing and acquiring new knowledge to stay ahead of evolving trends in the English language teaching industry.

LIM Tilyne is a teacher of English at Australian Centre for Education (ACE). He graduated from Institute of Foreign Languages (IFL, RUPP) with the degree of Bachelor of Education. From an early age, his passion has always been to help others around him. Hence, becoming a teacher is the perfect decision to help foster the potential of the students in the next generation. He is an enthusiastic and affable teacher who makes sure students grasp the lesson with pleasure. Passion and integrity are the core of his professionalism.

LIM Uykhir joined ACE Toul Kork in 2024. He graduated from the Institute of Foreign Languages (IFL) in 2023, with a degree in B. Ed in English. As a new teacher, Mr. Uykhir has helped new learners to improve their use of English in writing and speaking. Before joining ACE, he volunteered with AIESEC Cambodia, where he gained experience in communication and leadership. He enjoys creating new and fun ways to teach, making his classes interesting and helpful for students.

LLOYD Phillip began teaching in Germany more than 20 years ago and is currently teaching in Cambodia. He has worked mainly with adult and young adult learners in professional, vocational and in-school environments. From work and life experience in Europe, Australia and Southeast Asia, he has a long-standing interest in bilingualism and developing meaningful and culturally relevant approaches to teaching. He is interested in working and studying in multilingual environments in the Asian region in the future.

LON Sonalin is currently a lecturer at the Department of English (DoE), Institute of Foreign Languages (IFL), Royal University of Phnom Penh (RUPP), where she also graduated with a Bachelor of Education in TEFL. Her professional interests lie in teaching language skills and integrating technology into classrooms. She has been actively finding ways to use fun digital tools in teaching language skills to support students' language development while also creating effective and engaging learning environment.

LONG Tobias is currently working in Tokyo at Toyo University INIAD Campus (Technology Department). He has been working in Japan for over 25 years and have interest in using technology for education, gamification, motivation and designing for teacher mental health. His recent area of interest is in how to leverage AI for material development. He feels that teachers and content developers both need to get a deep understanding of the capabilities and advantages of LM tools to create materials and tools that benefit students and teachers alike.

LONGTHORNE Matthew is an educator with extensive experience in Computer Science and English Language Teaching. With a Bachelor's degree in Engineering, he is particularly interested in how technology can be used to improve educational outcomes while also addressing its impact on teacher training and institutional effectiveness. His professional expertise lies at the intersection of EdTech, language pedagogy, and data-driven insights, which he believes offers a unique perspective on a key challenge for the future of English language teaching in the digital era.

LORN Sokleng is an English Teacher at Australian Centre for Education in Phnom Penh Cambodia. She graduated with a Bachelor of Art in Psychology and Bachelor of Education English from Royal University of Phnom Penh. As a teacher, She is keen to explore the ways that could help students to improve their speaking skill to young learners. In this year conference, she will look into the ways that instructors can do to support learners to improve their speaking skill.

LUN Sreydech is an English teacher at Australian Centre for Education. She holds bachelor degree of TEFL and currently she is pursuing her Master's degree in education studies at RUPP. She has been teaching English for over 5 years in a range of different levels. She provides methodology-based lessons, quizzes, project-based learning and extracurricular activities for students. Her major interests are in ELT research, language assessment, teaching methodology, education technology and professional development. She believes that education is the key to happiness.

LWIN Zin Mar currently teaches General English and IELTS classes at Milestone of Excellence Language Academy. She holds a B.A. in English and is a CELTA-qualified teacher with over seven years of classroom experience. Her professional interests include Digital and Educational Technology (EdTech), such as using interactive platforms and game-based tools to enhance learning, Language Teaching Methodology, and Motivation and Learner Engagement, with a focus on strategies that make lessons interactive, enjoyable, and meaningful. She is passionate about creating effective, engaging lessons and dedicated to fostering learners' abilities through student-centered teaching.

LY Sovann is vice-director of the Institute of Foreign Languages at the National University of Battambang. He has been working as an English language lecturer for 7 years. He holds a master's degree in teaching English to Speakers of Other Languages (TESOL) and another master's degree in education from the University of Bengkulu, Indonesia. He published some research articles on rhetorical analysis, literature studies, and teaching methodology. His fields of interest are Applied Linguistics and teaching methodology. He is conducting current research on Project-Based Learning, English language teaching, and technology integration in teaching the English language.

LY Yanich is an English Language Teacher at Australian Centre for Education (ACE), which is one of the leading English schools in the country. She was awarded her dual bachelor degrees in 2020 and 2021, respectively. Her initial degree is Bachelor of Education at Institute of Foreign Languages (IFL) while her second one is Tourism Management and Hospitality at Royal University of Phnom Penh (RUPP). Although she owns two different degrees, she found herself more passionate about teaching. Her goal is to conduct a productive and interactive classroom that allows students to study in a fun and engaging environment.

MADARBAKUS Naheen is currently an assistant professor at the University of Tsukuba in Japan. She has taught in South Korea, the UK and New Zealand. Naheen received her PhD in Applied Linguistics from Victoria University of Wellington (NZ). Her book titled *Metacognitive listening instruction in the second language classroom: integrating method, theory, and practice*, published by Routledge focuses on listening pedagogy, curriculum, and resources. Her research areas include listening strategies, curriculum design, and material development.

MAEDA Koji is currently a professor at Nara University of Education, Japan. After teaching English at high school, he worked as supervisor on English education of the Nara prefectural board of education and was engaged in the in-service teacher training. His interest is in professional development of both pre- and in- service English teachers. His latest publications include; Yoshida, R. & Maeda, K. (2025). *The Improvement of Higher Order Thinking Skills (HOTs) through CBCI Theory: Verification Through Classroom Practice With High School Students in Japan* CBCI. CELES journal 54, 291-298.

MAHAPATRA Santosh is an Associate Professor at BITS Pilani Hyderabad Campus, a designated Institute of Eminence in India. His research interests are teacher professional development, formative assessment and digital learning technology. He has published in the RELC Journal, Teaching in Higher Education, Asia-Pacific Education Researcher, Current Issues in Language Planning, Smart Learning Environments, etc., and is on the editorial board of Teaching in Higher Education. He has worked on major international projects funded by the British Council and ETS.

MAKTIAR SINGH Kuldip Kaur is a senior lecturer at the Academy of Language Studies, Universiti Teknologi MARA, Malaysia. She graduated with a B.Ed (Hons) in TESOL from Moray House Institute of Education, Edinburgh, U.K. in 1998 and in 2004, she obtained her M.Ed. in TESL from Universiti Teknologi Malaysia. She obtained her PhD in English Language from Universiti Putra Malaysia in 2019. She has also taught ESP in polytechnic for 12 years. Her research areas of interest are ELT, ESP, Genre Analysis, CDA.

MANG Phearum is an English teacher at Cambodian Children's Fund (CCF), an organization committed to transforming Cambodia's most impoverished children into tomorrow's leaders through education, family support, and community development. With a passion for empowering youth, Phearum dedicates himself to enhancing students' language skills and fostering a love for learning. His professional interests include curriculum development, student engagement strategies, and the integration of technology in education. Phearum's commitment to education plays a pivotal role in shaping the future of Cambodia's youth.

MAO Punleu graduated with two bachelor's degrees in Education from the Royal University of Phnom Penh and International Relations from BELTEI International University. He is currently teaching at the Australian Centre for Education. With over six years of experience in the educational field, he has been involved in various projects, such as the ACE Digital Learning Club, and he is one of the core members of CamDEBATE and the GEP Program level moderator (intermediate level). He is interested in modernizing ELT classrooms in Cambodia and enthusiastic about exploring current technologies to be integrated in the various kinds of classrooms.

MAO Punlork is a dedicated educator with a dual academic background in Education, specializing in Teaching English as a Foreign Language (TEFL), and Tourism, majoring in Hospitality Management. He is currently teaching English at the Australian Centre for Education (ACE), where his passion for education grows stronger each day. With his background, he brings creativity and a positive and engaging environment where students in his classroom feel valued, helping his students learn better with confidence since 2019.

MATSUSHITA Sachiko is a student in the Faculty of Education at Soka University, Tokyo, Japan. She aims to become a leading middle school teacher in Japan. She is interested in improving essay assessment by exploring the potential of generative AI. Her research focuses on how AI evaluation aligns with human ratings, examining four criteria: vocabulary, grammar, organization, and originality. In particular, she investigated how prompt design could enhance AI's ability to evaluate originality, a criterion often difficult for machines, and make AI-based assessment closer to teacher-led evaluation.

MATTHEWS Anthony is a Lead Teacher at ACE / IDP Cambodia. He has been teaching in Europe, Asia and Australia for twenty five years and has written and taught a wide variety of courses to all age groups. He is currently involved in teaching, mentoring teachers and managing training for external clients. He has strong research interests in program evaluation and design, teaching writing, assessment and the application of technology and monitoring and evaluation systems within ELT.

MAW Myo Nyunt is Co-Founder and English Teacher at Knowledge House IGCSE Centre, Founder of Mandalay TESOL, and a Cambridge Speaking Examiner with the British Council in Mandalay. He also serves as a Local Tutor for the London Teacher Training College for its TESOL courses. With over 20 years of experience in English language education, he has trained teachers and supported professional development across Myanmar. His career highlights include leading the first TESOL conference in Upper Myanmar. His professional interests include teacher training, CLIL, curriculum innovation, and educational neuroscience.

MCFARLANE Eric has served as an instructor with Fort Hays State University since 2022, teaching English Composition I (Comp 101) and English Composition II (Comp 102) both online and at the university's program in China. His professional focus is on English composition, where he emphasize clarity, structure, and creative engagement in academic writing. With experience across diverse learning environments, His is committed to helping students build confidence and develop strong writing skills for academic and professional success.

MCLEAN Jonathan is the academic coordinator for the upper intermediate programme for the Australian Centre for Education in Phnom Penh, Cambodia. He has been working in Cambodia for fourteen years and has previously worked as an English teacher in Bangkok and Kuala Lumpur. He holds an MA in Applied Linguistics and TESOL from the University of Leicester, and module one of the DELTA. His main areas of professional interest are teacher training, course development, and teaching with technology.

MEAK Monika graduated from the Institute of Foreign Languages (IFL) with a Bachelor of Education (B.Ed) in Teaching English as a Foreign Language in 2017. Monika is currently working as an English teacher at Australian Centre for Education (ACE), IDP Education Cambodia. Throughout her working experience, she has been teaching various programs such as Children's Program, Young Learner's Program and General English Program. Her main interests are developing new techniques and designing lessons for short-attention-span students like young learners.

MEAS Panharith graduated with a degree in Bachelors of Arts (Teaching English as a Foreign Language) from the Institute of Foreign Languages (IFL) in 2020. He is currently teaching at Australia Center for Education. He has gained experience from teaching students within various age groups such as Young Learners and GEP for adults and young adults. His goal in teaching is creating a fun environment in classrooms to maintain and fuel students' enthusiasm. On top of that, he strives to improve students' language skills by implementing thought-provoking activities that urge them to think and express their ideas.

MEAS Sak Deva is an English language teacher at the Australian Centre for Education (ACE), teaching both young learners and adults. She holds a B.Ed. in TEFL with Honors from the Institute of Foreign Languages, where her thesis explored attitudes, motivation, strategies, and challenges in learning listening skills of the undergraduates. Since beginning her teaching career in 2022, she has been committed to continuous academic and professional growth. She is particularly interested in student psychology and its impact on language learning, and she strives to enhance her teaching through reflective practice and ongoing development.

MEAS Samneang has been working at ACE Chak Angre for a few terms. She graduated from IFL in 2024, majoring in Teaching English as a Foreign Language. She used to volunteer at The 20th CamTESOL Conference as an In-Room facilitator. That was the moment that inspired her to get deeper into the education field and learn more about teaching after listening to many amazing speakers there. As for interests, she loves sharing knowledge to others, and she finds happiness in seeing her students are able to use what they learn fluently and successfully.

MEDICO Lorelyn is a licensed professional teacher and currently serves as a Research Assistant at Isabela State University–Main Campus. With a strong background in teaching and academic research, she focuses on language education, strategic foresight in education, and student-centered pedagogy. She has contributed to projects on language education, futures thinking, and the integration of writing feedback strategies in ESL classrooms. She is the author of “Self-Regulatory Writing Strategies of ESL Pre-service Teachers” published in the International Journal of Linguistics, Literature and Translation. Recently, she also served as a reviewer for a publication article in Research and Innovation in Applied Linguistics.

MENG Bonnry is a lecturer at the Department of English (DoE), Institute of Foreign Languages (IFL). She holds dual degrees which are a Bachelor of Education in TEFL with Honours from the Institute of Foreign Languages (IFL) and a Bachelor of Arts in International Relations from another university. Bonnry has been actively involved and participated in community volunteering, where she has contributed significantly to various educational and social initiatives. Passionate about language education, her research interests include language testing and assessment, communicative approaches to grammar instruction, and the integration of technology in EFL classrooms.

MENG TECH Tang is an ESL teacher at the Australian Centre for Education in Phnom Penh, Cambodia. He graduated from the Institute of Foreign Languages in 2022 with a Bachelor of Education in TEFL. He is eager to explore the language teaching industry and learn more about teaching methods, techniques, and strategies. This is going to be his third time participating in CamTESOL as a presenter on the topic of 'In Defense of GTM' in which practical approaches from this widely overlooked method will be shared.

MEYPHALLA Oudom works at Elegant International School. He is an education professional dedicated to supporting student learning and development. His career highlights include contributing to classroom activities and fostering positive learning environments. He has no publications to date and continues to build his experience in the field. His professional interests include education, communication, and personal growth through teaching and collaboration.

MIYOSHI Yumilinda is currently a lecturer at the Department of English, Institute of Foreign Languages (IFL), Royal University of Phnom Penh. She has also acquired a degree in Teaching English as a Foreign Language (TEFL) at where she works, and also possesses another degree in Accounting in Finance. Ms. Yumi has been actively mentoring in Business competitions for girls under 18. She takes a deep interest in educational technology, including the utilization of AI-assisted teaching and learning, and online and offline task gamification platforms and activities.

MOE MYINT THU Mu Hilary is an English teacher with over two years of experience teaching Cambridge English from Starters to FCE. She is currently teaching PET at Milestone of Excellence through online instruction. Her teaching philosophy focuses on making lessons both fun and effective, believing that engaged learners achieve better outcomes. She is particularly interested in integrating digital tools and AI into exam-oriented lessons to enhance delivery and boost learner productivity. Passionate about empowering teachers with innovative strategies, she aims to create dynamic, learner-centered classrooms suited to the demands of the 21st-century digital era.

MOEL Tongtin, a graduate of the Institute of Foreign Languages, is an accomplished ESL educator at ACE with over a decade of proven expertise in fostering student success. Specializing in language pedagogy and learner development, Tongtin actively engages in national training programs on innovative teaching methodologies and independent learning strategies. A firm advocate of positive psychology in education, he continuously refines his own self-directed learning practices to empower students in cultivating autonomy and academic resilience. Passionate about embracing new challenges, Tongtin is equally committed to advancing his personal growth and professional excellence.

MOEUK Sreylik is currently an English teacher at the Australian Centre for Education (ACE), where she teaches a range of age groups, from young learners to adults. She obtained two degrees in Bachelor of Education in Teaching English as a Foreign Language (TEFL) from Institute of Foreign Languages (IFL) and Bachelor of Business Administration at University of Economics and Finance. Since 2021, she has presented on various topics at CamTESOL Conference. Her professional interests include sharing knowledge and learning from fellow educators.

MOEURNG Munniarunreah currently is a teacher of English at Australian Centre for Education (ACE). He has been teaching English to various groups of learners, Young learner and Adult program. He earned his Bachelor of Education (B. Ed) in Teaching English as a Foreign Language (TEFL) from Institute of Foreign Languages (IFL), Royal University of Phnom Penh in 2018. His major interests are in Technology Assisted Learning (TAL), ELT research, Training and material and curriculum development and Professional Development.

MOM Nary is a teacher at the Australian Centre for Education. Since 2007, she has taught in a range of programs, including the Children's Program, Young Learner Program, General English Program, and IELTS Short Courses. She has also contributed to various projects at both the teacher and school levels. In recent years, her focus has shifted primarily to children and young learners. While teaching this age group can be physically and mentally demanding, it is also immensely rewarding, as she observes their growth through the guidance and support she offers.

MONINE Bunnavath is a dedicated educator with over eight years of experience teaching English, including five at the Australia Centre for Education. With a background in both education and finance, he has played a key role in numerous projects, such as the implementation of the Hybrid Model during the pandemic. His commitment to

professional development is evident in his role as a teacher trainer for three consecutive batches of the ACE Teacher Training Certificates Workshop. As a frequent presenter at CamTESOL conferences, Bunnavath is also a coordinator for the CamDEBATE initiative, showcasing his passion for educational leadership and helping others.

MONY Delhida graduated from the Institute of Foreign Languages (Phnom Penh, Cambodia) in 2014, majoring in Teaching English as a Foreign Language. She has been working as a teacher of English at The Australian Centre for Education (ACE), and has been teaching various programs ranging from Children's Program to General English Program. Derived from her teaching experience during the pandemic, she has keenly developed her passion into integrating her teaching methods with modern technology. She has always been interested in finding and exploring new techniques and activities to create a fun and effective learning environment in the classroom.

MORIKAWA Ryuki is a student in the Faculty of Education at Soka University in Tokyo, Japan. He aims to become a high school teacher with strong leadership skills in Japan. His research interests include self-evaluation, peer evaluation, AI-based evaluation of English essays, and metacognitive ability. In his study, 88 students wrote 100-word English essays, which were evaluated by themselves, by generative AI, and by teachers. These results, compared with questionnaire responses and proficiency data, revealed the relationships among English proficiency, the accuracy of self-evaluation, AI evaluation, and metacognitive ability.

MORIKAWA Sarah is a professor at the College of Liberal Arts and Sciences at Chiba University in Japan. She is also manager of the Chiba University self-access centre and English communication space known as English House. Her main research interests are autonomous learning and motivation, while her main teaching duties include academic writing and proficiency exam preparation. She has published a number of papers related to university students' out-of-class learning activities and is co-author of an IELTS preparation textbook as well as other teaching materials.

MORM Seasreypich is currently a teacher of English at ACE. She received a Bachelor Degree of Education in Teaching English as a Foreign Language (B.Ed-TEFL) from IFL and B.A in International Relations from IISPP of the Royal University of Phnom Penh. Moreover, she participated in various national learning and social events, such as The AIPA 43rd and Leading and Learning program by the US Embassy, participated as a presenter in several years in CamTESOL and ELT and she's also a trainer of JCI CKA 2024. Her research interests include teaching macro skills to ESL learners and boost students' motivation.

MORRIS Philip is a senior educator at RMIT Vietnam, Danang campus. He has over ten years of experience teaching in Vietnam in various locations at a wide variety of levels and on a range of course types. He has also taught adults and teen students in Portugal and Ecuador. He has completed a Masters in Applied Linguistics from the University of Nottingham, UK, from which he gained a keen interest in syllabus design. A career highlight was working with the RMIT Danang team to develop a revamped IELTS course that incorporated developing learner autonomy into the course design.

MPOFU Charity is a dedicated Early Childhood and Primary Educator with over 7 years of experience. She holds a Bachelor's Degree in Education from the University of Zimbabwe, a Diploma in Education, a Diploma in Special Needs, and an Early Childhood Certificate. Charity engages students through inquiry-based learning, fostering curiosity and creativity. She believes in student-centered learning, quoting Benjamin Franklin: "Tell me and I forget, teach me and I may remember, involve me and I learn." Charity is pursuing a degree in Special Needs Education with ZOU, driven to support disadvantaged students and make a meaningful difference in their lives.

MUT Sreylen is an ESL teacher at ACE with a Bachelor of Education in TEFL and a Bachelor of Arts in Interior Architecture. She creatively integrates multiple technologies into her classroom to design engaging, interactive, and student-centered lessons that effectively meet learners' needs. Passionate about fostering language development, she enjoys creating activities that make learning both fun and meaningful. Outside the classroom, she is exploring new hobbies and interests that inspire her creativity, personal growth, and continuous learning.

MYO THET Tun is an ESL teacher and young researcher passionate about English Language Teaching (ELT), especially with young learners and teenagers. He holds a Diploma in Teacher Education (DTED) from Sagaing Education College (2017) and was later qualified to pursue a BEd at Sagaing University of Education. However, his studies were disrupted by the national crisis in 2020. Currently, he is a final-year student majoring in English for Education at Phnom Penh International University (PPIU), Cambodia. His research interests focus on classroom-based practices in ELT and inclusive education across diverse teaching and learning contexts.

NAO Rathanak has been in the ELT community for more than six years and has worked for different private English schools throughout his career trajectory. He earned his Bachelor's Degree of Education in 2018 from the Institute of Foreign Languages. He used to volunteer and participate in several domestic and international ELT conferences, for example, the TESOL 2020 Virtual Convention & Expo. Regarding his teaching experience, he mostly spent time teaching virtual classes from 2020 - 2023. Currently, he is a teacher of English at Australian Centre for Education (ACE).

NAP Vathey graduated from Institute of Foreign Languages (IFL) with a Bachelor of Education in 2019. Since then, she has started her teaching career at ACE Siem Reap campus as a teacher of English. Like her surname "Nap", Vathey likes sleeping and getting lost in dreams of fantasy worlds through movies, music and books. Plus, keeping journals is the most favourite one of her hobbies which helps her to express thoughts and feelings on paper reflectively.

NASTASI Gae is currently EAL/D Coordinator for Metropolitan Region, Department of Education Queensland and President of QATESOL. Having trained as a French and English language teacher, she has been teaching English as an Additional Language for 40 years, mainly in Brisbane secondary schools, from on-arrival to Senior English. She has also taught English overseas at all levels, from beginners to advanced, and with both adolescents and adults. She is interested in curriculum and pedagogy supporting language learning.

NCUBE Sipho is a senior educator at RMIT University Vietnam and has been so for 6 years now. In 2023 & 2024 I presented at AsiaTEFL (2023), MELTA (2023), CAMTESOL (2024) & RELC (2024) as well as designing and delivering compulsory in-house workshops for teachers and TAs at RMIT. My main interests include purposeful games in the classroom and effectively scaffolding free practice. My secondary interests include effective classroom management and supporting weaker students. I hope to learn from local and international teachers alike.

NEOU Socheata is currently an English language teacher at the Australian Centre for Education (ACE) in Phnom Penh. With experience in teaching diverse groups of learners, she is passionate about creating engaging classrooms that promote active participation and meaningful learning. Socheata's professional interests include classroom engagement, learner motivation, and student-centered approaches to language learning, with a focus on making English both practical and enjoyable for learner and relevant to learners' academic and everyday communication needs.

NEY Sovannka has been an English teacher at ACE's Toul Tom Pong Campus since 2021. She graduated with a Bachelor of Education from the Institute of Foreign Languages in 2021. She has been teaching English to students of all ages, most of whom are young learners. She currently works as a level moderator, providing teaching resources to her colleagues and developing materials for Young Learners programs. Her research interests include creating content for more advanced levels and discovering fresh approaches to support students' learning.

NGEL Kimcheng has been teaching English since 2018 and currently serves as the lead teacher for the General English Program at the Australian Centre for Education (ACE). She has presented at multiple CamTESOL conferences, engaging diverse ELT professionals. She has contributed two articles on educational issues to

Cambodian Education Forum. Her professional interests include digital education, instructional design, and promoting lifelong learning, with a focus on empowering her students to become independent and engaged learners.

NGETH Sotheavy is currently working as an ESL teacher at the Australian Centre for Education (ACE). She graduated with a Bachelor of Education in English from the Institute of Foreign Languages (IFL), Royal University of Phnom Penh. Her research interests include using engaging, learner-centered activities to enhance grammar practice and learning. In her forthcoming presentation, she will share insights on gamifying grammar practice for pre-teens and teens. As a teacher, her goal is to provide high-quality education that empowers and transforms the lives of her students.

NGO Sopheak is an English Lecturer at the University of South-East Asia (USEA) in Siem Reap and a CoP-SR leader. He obtained his Bachelor of Arts in Teaching English as a Foreign Language (TEFL). He was an outstanding mentee in the International Mentor Program in 2015. In September 2019, he was selected to join the YSEALI Regional Workshop in Kuala Lumpur, Malaysia, under the theme of Empowering Southeast Asian Educators. He recently graduated with his Master of Education (MEd) from the Royal University of Phnom Penh (RUPP).

NGOV Arunpanha has been an ESL teacher for almost 5 years. At the moment, he is an ESL teacher of young learners, children and adults at Australian Centre for Education. With a strong commitment to make a positive change in educational sector, he started working when he was still a student at university. In his working experience, he has worked as a project coordinator and an assistant trainer for trainee teachers in various educational institutions and NGOs. He is very passionate about creating fun activities in order to boost students' interest in learning.

NGOV Soviya is currently working as an English teacher at the Australian Education Centre (ACE) where she is teaching young learners aged below 15. She received a Bachelor of Education in Teaching English as a Foreign Language from the Institute of Foreign Languages (IFL) of the Royal University of Phnom Penh (RUPP). She also graduated with honor, majoring in bachelor's degree in Business Administration. She has been teaching for 3 years and has shared some of her experiences in many workshops. Her research interest is based on selecting materials that meet the students' needs.

NGUYEN Arthur is currently a principal lecturer at Kanda University of International Studies (KUIS) in Japan. He is one of the principal lecturers overseeing the assessment and curriculum structure within the English Language Institute (ELI) at KUIS. He holds a master's degree in TESOL from Teachers College Columbia University and has taught English speaking, reading, and writing in Japan, at the university level, for over ten years. His research interests are assessment, pragmatics, and vocabulary.

NGUYEN Khanh Thao Di is an English language teacher at UK Academy Ba Ria in Ho Chi Minh City, Vietnam. She has over ten years of professional practice in teaching English to diverse groups of learners. Her primary professional interest lies in teaching English to young learners, with a focus on fostering early language development through engaging and age-appropriate methodologies. She has conducted studies on topics such as using short stories to teach grammar, applying storytelling in language instruction, and addressing cultural conflicts in EFL classrooms.

NGUYEN Khuong Duy is a teacher from Vietnam with over 10 years of experience, teaching students of all ages from children to adults. Passionate about learning and exploring new methods, he believes, "A teacher must be a pioneer in experimenting to set an example." Outside the classroom, he enjoys traveling and experiencing diverse cultures, which enhances his teaching by providing a broader perspective. He strives for his students to gain knowledge and a vibrant worldview through innovative and engaging lessons.

NGUYEN Linh Phuong holds a master degree of TESOL from Victoria University, Australia and a Ph.D in English Language Teaching at Leyte Normal University, the Philippines. He works at Ho Chi Minh University of Banking, Ho Chi Minh City, Vietnam. His core interests include Languages for Specific Purposes, Second Language Acquisition; Applied Linguistics Studies; Language Policy and Planning; Comparative Studies in Bilingualism; Pragmatics and Language Teaching; Grammar, Semantics and Language Teaching; Phonology and Oral Language Teaching; Language teaching Strategies; Socio-Psycho Linguistics.

NGUYEN Ngoc Thao Nguyen is the Founder and Manager of The Rosy Hub English Center, which offers English courses for high school and adult learners in Vietnam with a primary focus on IELTS and TOEIC test-prep. She proudly serves as an Affiliate and IELTS Ambassador of MTS UK and has been a pioneer in introducing its AI-driven IELTS Mock Test platform to Vietnamese learners. In addition, she contributes to the development of communicative tasks on the Eduling Speak app to give her learners the confidence and skills necessary for better speaking performance. Her work reflects a strong commitment to EdTech integration.

NGY Puchinh has started his work as a teacher of English at ACE/IDP for more than two years. Before joining ACE, he worked as a teacher at Edniche English school for four years, teaching English to students in various ages and levels. Throughout his teaching experiences, he has been conducting teaching techniques, methods, and activities for communicative classes. Apart from teaching, he's also volunteered to lead a CamTESOL Tour project in 2023 and also to be a judge in CamDebate Competitions.

NHEM Chantepthyda is an English teacher at Australian Centre for Education (ACE). She graduated from the Institute of Foreign Languages in 2022 with a Bachelor of Education in Teaching English as a Foreign Language (Honors). Thyda began her career as a part-time English teacher at a private school before starting her current journey at ACE. She led several projects, including Open Day events, and currently mentors students in preparing speeches and performances for the school graduation. Her professional interests focus on exploring practical teaching and learning approaches to enhance student learning and foster essential skills in the modern educational setting.

NICHOLSON Paul is the Assistant Director of Studies for ACE in Cambodia. I have worked for ACE for the past fifteen years and I have taught a range of different levels in a variety of different ACE programs. I am qualified in the following areas: • M.A Applied Linguistics and TESOL • London Trinity Dip-TESOL • Cambridge CELTA • Cambridge CELTA: Young Learner Extension • CELTA Trainer • DELTA Local Tutor • IELTS Examiner. Bachelor's Degree in Psychology & Counseling.

NOBLE Matthew is currently a specialist at Sukhothai Thammatirat Open University in Pakkret, near Bangkok, Thailand. His professional interests include reflective practice, teacher learning, and the use of expressive arts in language teaching and learning. He has been an English teacher and trainer for 21 years in Sri Lanka, Thailand, S. Korea, and the US among other places. Having been diagnosed with ADHD at 16, he draws from a lifetime of personal experience as both a learner and teacher managing the condition.

NOCH Raksa is playing a role as a Teacher of English as a Second language at the Australian Center of Education (ACE). She graduated in 2023 and holds a teaching degree in Bachelor of Arts in English Teaching and Education (TEFL) from the Institute of Foreign Languages. She has one and a half years of experience in the field of education. She has been teaching students of different ages ranging from young learners to adult learners.

NOEUM Lina is a teacher at Australian Centre for Education. He has been working as a teacher for more than 8 years (2018-Present). Before becoming a teacher at ACE, he had worked as an Academic assistant for 2 years (2016-2018). He graduated from IFL in 2016. He involved in CamDebate as an adjudicator (2022-2024). He also acted as a Tour Guide in CamTESOL 2024, touring educational fields. He fons of reading and playing football. His favorite author is Sir Ken Robinson, who gives importance on creative learning more than standardization.

NOL Yourt holds a Bachelor's degree in TESOL from Pannasastra University of Cambodia. She is currently working as an English teacher at the Australian Centre for Education (ACE/IDP Education), where she has been teaching for the past three years. As a teacher, she is passionate about applying Communicative Language Teaching (CLT) in the classroom and empowering students to enhance their skills through the use of technological tools, both inside and outside the classroom. In addition, she is skilled at teaching students of various age groups in an engaging and interactive manner.

NONG Ronsphirun is a regular presenter at CamTESOL with an additional role as an abstract selection committee. He has been working as a full-time teacher of English at ACE for over 6 years. Throughout his experiences, he has absorbed tremendous techniques in giving lessons to his students. Not only is he a teacher, but also a mentor, level moderator, project coordinator, observer and teacher trainer. Additionally, he always thrives on professional development to explore new creative ways of teaching, which makes his dream: "I teach the way I want to be taught." a reality.

NOP Thaihong has been at the Australian Centre for Education (ACE) for over 5 years, having graduated with a Bachelor of Arts in Education from the Institute of Foreign Languages. He has experienced teaching various programs which includes Children's Program (CP), Young Learners' Program (YLP), and General English Program (GEP). His teaching methodology includes promoting self-learning autonomy, adapting innovative technology into language learning experience, conducting engaging and meaningful activities in classrooms, and bringing authentic materials to the learners. Moreover, he is a core member of developing the CAMBee as well as a main coordinator of his organization's spelling bee competition.

NOP Vansuodum is an English teacher dedicated to fostering language skills among students in Cambodia. With a focus on creating an inclusive and engaging learning environment, he encourages active participation and communication in the classroom. Passionate about education, he aims to inspire students to build confidence and proficiency in English. He believes in the importance of adapting teaching methods to meet diverse learning needs and is committed to continuous professional development in language education. His goal is to equip students with the skills necessary for academic success and effective communication in their future endeavors.

NORIN Rathana, a coordinator of Academic English Programs at the Faculty of Arts, Humanities, and Languages at the University of Puthisastra, currently leads a team of dedicated lecturers that teach academic writing courses to medical students in Year 3 and Year 4, as well as contextualized English courses to students in Associate and Bridging Programs. Rathana also serves on the faculty's Technical Curriculum Committee, where faculty's quality assurance activities and discussions take place. She is committed to enhancing quality of assessment and academic integrity.

NORNG Rasmeikhema is an English language teacher in Battambang province. She has been working as an English teacher for 5 years at COERR Language Skills Center. She received her Bachelor's Degree of Education in English at National University of Battambang (NUBB) in 2021. She holds a Master's Degree in teaching English to speakers of Other Languages (TESOL) from the National University of Battambang (NUBB), which she joined in 2023. She published a few research articles on motivation in learning English and on students' enrollment.

NOU Nuonchakriya is a full-time lecturer in the Department of English at the Institute of Foreign Languages, Royal University of Phnom Penh. She has two years of experience teaching English to adult learners across various subjects. She has actively participated in numerous conferences and workshops to support her ongoing professional development. Her research interests include effective strategies for teaching the four macro skills, innovative digital tools for teaching and learning, and game-based learning to enhance learner engagement and autonomy.

NOV Sotharyna is a teacher of English at ACE Toul Kork and this is her second year there. She successfully graduated from IFL in 2021 majoring in Teaching English as a Foreign Language. This is also her second year joining as a CamTESOL speaker. Speaking of career highlights, Ryna has been teaching in various levels and programs, including General English Program, Young Learner Program, and Children Program. In the future, she aims to create an engaging student-centered classroom that will help students feel comfortable in their learning and progress implicitly.

NOVITA Pipit is a lecturer in the English Education Department at Universitas Muhammadiyah Jakarta. She earned her PhD in Education from the University of Bristol and has published on teacher education and AI in education. Her work focuses on teacher development, educational technology, AI in education, teacher education quality, quality assurance in education and language pedagogy. She is currently involved in research exploring the integration of artificial intelligence in English language teaching and the impact of artificial intelligence on educators' pedagogy and student learning.

NOY Sokyanith is a teacher of English at ACE, where she has been imparting knowledge to students for over two years. Born and raised in Phnom Penh, she holds two bachelor's degrees: one in Education, specializing in Teaching English as a Foreign Language, and another in Finance and Banking. After gaining brief experience in the financial industry, she discovered her true passion for education and transitioned into teaching. She finds the profession deeply rewarding and is motivated by the opportunity to share knowledge and support her students' growth.

NUN Sokuntheavy is a teacher at the Australian Centre for Education. She holds an MA in TESOL from Institute of Foreign Languages of Royal University of Phnom Penh. A teacher with an approximately 10-year teaching experience, Sokuntheavy has worked with some private English schools and an organization which provides English teaching to vulnerable female students in the outskirt area in Cambodia. She is keen on sharing knowledge relating to her teaching profession to the next generation.

NUON Sovanya is currently an English teacher at Elegant International School in Poipet, Cambodia. He holds a Bachelor's degree in Teaching English as a Foreign Language (TEFL) from Build Bright University (2013). With more than 10 years of teaching experience, he has worked extensively with learners of different age groups in Poipet. His professional interests include teacher professional development, educational technology, content creation for social media, and school leadership. Sovanya is dedicated to enhancing both classroom practice and educational innovation in his local context.

NY Leakena is an English Second Language teacher at the Australia Centre for Education, IDP. Having worked for more than two years in the education field, she is enthusiastic to share her teaching approaches to fellow educators and learn more from other presenters in the upcoming conference. This is going to be her third time presenting along with another teacher at CamTESOL, and her topic this year will be In Defense of Grammar Translation Methods.

NY Sonita is currently working as an English teacher at Australian centre for education. Before teaching, I used to work as a Client Service officer for two years and half. During the colleges I was working on a research study related to collaborative learning and ICT that lead my interest in research fields that are related to pedagogical topics in Education. I am also interested and looking forward in meeting and working with new people from different cultures to share and exchange experiences.

O'BRIEN Sean is a Lead Teacher at ACE Cambodia's Toul Tom Pong campus. He has been with ACE for over 3 years and has a total of 5 years of experience teaching TESOL. Sean first came to Cambodia with the Peace Corps, serving in Kampot Province. Since then, he has developed a deep appreciation for living and working in the country. He is passionate about supporting student learning and professional growth, and he aspires to continue his teaching and leadership journey.

OENG Mingleang is a passionate English educator with a strong foundation in language teaching. A graduate of the Institute of Foreign Languages, he began a teaching career at The Camfirst School, where he spent two years building classroom experience and fostering student engagement. After a year of further practice at Aii Language Center, he joined the Australia Center for Education (ACE), where he currently teaches. With a commitment to student growth and effective teaching strategies, he continues to inspire learners and support their academic success.

OEUNG Muyyu has almost 6 years of teaching English as a Foreign language. Currently, she is a teacher of English at Australian Centre of Education (ACE). In 2018, she graduated and earned with a Bachelor's degree focused in teaching English as a foreign language from Institute of Foreign Languages (IFL), Royal University of Phnom Penh (RUPP), Cambodia. In addition, she has written several articles related to English Learning in her blog as well as for I'm ACE magazine!

OLIGA Terence is an English Professor and Head of the English Department at the State University of New York, South Korea. He has been teaching English for 27 years, at both the high-school and university level. Coming from an English Literature background, Terence tries to incorporate the use of literature whenever possible in all his lessons, regardless of the students' backgrounds, levels or proficiencies in English. Terence is especially interested in World Literature, as well as the so-called Immigrant Novel.

OLSTON Katherine is the Director at the Centre for English Teaching (CET) and Head of the Learning Hub at the University of Sydney where she leads pre-entry English language and academic skills pathways courses and post-entry learning support in mathematics, academic skills and language development. She has over 30 years' experience in international education both in Australia and Thailand. She researches and publishes in the areas of English Language Pathways and post-entry academic learning support. Katherine is currently completing a PhD in the teaching, learning, and assessment of graduate qualities in higher education.

OM Kannavy is currently a teacher of English and a teacher observer at the Australian Centre for Education. She has been teaching students of different age groups for about 7 years. As an educator, she has been an active participant and presenter in many professional development workshops including CamTESOL as well as a judge and mentor for various debate and speech competitions. She has developed strong interest in incorporating enjoyable classroom activities that can be used in ESL classroom to bring about the efficient and proactive output for students.

OOSTRUM-BARTELDS Sammie is the Executive Principal of ILO Preschool Vietnam. She holds a DELTA and has over six years of experience in academic management, and is currently pursuing a diploma in Finnish Methodology. At ILO, she applies Finnish Early Childhood Education principles to design thematic, play-based programs for children aged 18 months to 6 years, integrating immersive language learning with early literacy, phonics, and whole-child development. She is passionate about supporting teachers to create inclusive, engaging classrooms that nurture curiosity and confidence in young learners, and is committed to advancing high-quality early years education in Vietnam and beyond.

ORLANDO Jessica began teaching professionally in 2008. She currently teaches English Composition at the Fort Hays State University cross-border program at SIAS University in Henan, China. She began teaching at Charlestown High School in Boston, Massachusetts, and has since taught ELLs of all ages in both the USA and China. She has extensive experience with students of all English levels, from SLIFE students learning English for the first time to college students in dual-degree programs. Her particular area of interest is understanding and overcoming native language interference.

ORN Kim Aun is a teacher at Australian Center for Education (ACE), where he has taught various groups of students including young and adult learners at levels of English for over 7 years. Prior to joining his current workplace, he also used to work in a management team as an academic coordinator of the Adult English Program

for one private company and school in Phnom Penh for a year. Having graduated with a bachelor degree in TEFL from Institute of Foreign Languages (IFL), RUPP, Kim Aun is always passionate about teaching, professional and teacher training and leadership skills.

ORN Leakhena has started her career as a teacher of English in Chipiang Secondary School since 2016. She had training for two years from Regional Teacher Training Center and hold a bachelor's degree in English for Communication. She graduated Master of Education from faculty of Lifelong Education, Chulaongkorn University in Thailand. Besides many years of teaching experiences, she successfully completed ACE TESOL Teacher Certification Program which was organized by Australian Center for Education (ACE). She published one article about lifelong learning and adult education.

ORN Soknita began her teaching career during her sophomore year while pursuing a Bachelor of Education at the Institute of Foreign Languages (IFL), one of Cambodia's leading universities. With three years of experience as a part-time teacher, she successfully transitioned to a full-time teaching position at ACE, where she is currently employed. Passionate about education, Soknita views teaching as a driving force that continually motivates her to grow both personally and professionally. She is dedicated to enhancing her skills and knowledge to become an increasingly competent and effective educator.

OTWINOWSKA-KASZTELANIC Agnieszka is an associate professor at the Institute of English Studies University of Warsaw. Her research revolves around cross-linguistic influences, vocabulary acquisition, multilingualism, foreign language teaching and CLIL. She is a teacher trainer and an author of course books and syllabuses for English language teaching. She has worked as an expert for Polish national agencies, the Fulbright Commission and the European Commission. She is an active member of European academic networks: the International Association of Multilingualism (on the executive board 2018-2022) and two European COST Actions (IS0804 and IS1306). She has been awarded four Polish national-level grants.

OUK Chanvatana is currently a full-time teacher of English at Australian Centre for Education (ACE). He held a bachelor degree in Teaching English as Foreign Language (TEFL) from Institute of Foreign Languages (IFL), Royal University Phnom Penh (RUPP). He also underwent a series of internal and external professional development programs and participated in various projects initiated by his institution. Highly enthusiastic, he relentlessly seeks to hone his teaching skills for professional and personal growth.

OUK Tola is a dedicated TESOL teacher with 5 years of experience at Pannasastra University of Cambodia Siem Reap. Passionate about fostering language learning and innovation, Ouk Tola specializes in teaching students of all ages and levels. With a focus on effective pedagogy and the integration of technology, Ouk Tola strives to create engaging and meaningful learning experiences that empower students to reach their full potential. Through innovative teaching methods and a supportive learning environment, Ouk Tola aims to inspire a lifelong love of learning in their students.

OWENS James Emmet is an Associate Professor and the Senior Coordinator for Research in the English Language Institute at Kanda University of International Studies, near Tokyo in Japan. He has been teaching English in Japan for over 15 years, and has also taught in the UK, Spain and Austria. James graduated with a Masters in Applied Linguistics from the University of Liverpool in 2010. His main study interests include critical discourse analysis, curriculum design, vocabulary and systemic functional linguistics.

PAMAN Edwina is a Primary Teacher in Australian Cambodian International Academy. She has been teaching 20 years in Cambodia. She is a graduate of Business Administration in University of the East, Manila, with 24 units in Professional Teaching Education and currently enrolled for MA Degree Program for Educational Leadership. She has studied online with short course of TESOL in University of Baltimore, and Professional Teachers Trainer in University of Arizona. Teacher Winnie as she is fondly called is a member of the once BELA VOCE International Choir of Phnom Pehn and Sinaglahi Dance Troupe.

PANHASETH Sarin is a fresh but highly motivated English teacher. Graduating with a Bachelor's degree in English Education, he brings a youthful energy and a fresh perspective to the classroom. His passion for teaching shines through in his dynamic and interactive lessons, where he incorporates the latest technology and innovative teaching strategies. Despite his limited experience, he is committed to continuous professional development, attending workshops and conferences to enhance his skills. He strives to create a positive learning environment, fostering strong relationships with students. His enthusiasm and dedication make him a promising and inspiring teacher for his students' language journey.

PAQUIN Steven is a PhD candidate of English Language and Linguistics at the National University of Singapore and an English Tutor at the Centre for English Language Communication. He researches how bilinguals use spelling and sound to read English. He holds a CELTA (2017), DELTA (2020), and an MA in Applied Linguistics from the University of Massachusetts Boston (2024). For approximately 9 years, he was a primary school teacher and educational specialist in the U.S.. He taught young bilingual learners, between the ages of 3 and 7, how to read English using phonics.

PARK Siwon is a professor in the Faculty of International Liberal Arts at Juntendo University, Tokyo. His research examines second language acquisition, assessment, and psychological factors in language learning, including resilience, motivation, and self-regulation. He has published on the impact of study abroad on student learning, the role of resilience and collaboration in L2 proficiency, and individual differences in L2 acquisition. His career highlights include directing international study abroad programs and developing curricula that connect English education with global citizenship.

PARKER Joseph Gregory is an associate lecturer at Southern Cross University. Joseph has twenty years' experience teaching and studying languages in Australia and Brazil. In recent years, his work has focused on online delivery and curriculum development, with a strong emphasis on fostering community through emerging collaborative digital resources. At SCU, Joseph works on the English for Academic Purposes, and Business Communications units. His main academic interest is Comparative Studies in Second Language Teaching and more recently, AI assisted language education (AILE).

PATON Cadely is an Assistant Language Teacher at Komochi Junior High School in Shibukawa, Japan, and currently serves as Chair of National AJET (Association for Japan Exchange and Teaching). In this role, she has led various initiatives supporting JET programme participants, and works closely alongside the Gunma Prefectural Government and the Council of Local Authorities for International Relations. Her career highlights include fostering peer-led professional development and building communities of practice for ALTs across Japan. Her professional interests focus on teacher empowerment and grassroots cultural promotion, advocating for sustainable, community-driven initiatives that enhance both educational and intercultural engagement.

PAZ Rafael Michael is an English teacher at the Polytechnic University of the Philippines, where he also serves as the Dean of the College of Arts and Letters and the Chairperson of the Doctor of Philosophy in English Language Studies program at the PUP Graduate School. He finished his Doctor of Philosophy in English Language and Literature at Ateneo de Manila University. His research interests include the analysis of political speeches, Philippine Englishes, and translanguaging.

PEET Thomas has over 6 years of university teaching experience in Japan. He completed a master's in applied linguistics & TESOL in 2023 and published his dissertation research on Japanese student's perception of English in Japan, his second paper on English as Lingua Franca (ELF) was published earlier this year. He is currently further expanding his teaching experience in university settings as well as working on further research papers. He is currently teaching at Kwansei Gakuin in Nishinomiya, Hyogo in Japan.

PENG Pisey graduated with a Bachelor of Education from Institute of Foreign Languages (IFL) in 2018. She has been teaching English and has been involved in the field of education for 4 years. She is currently a teacher of English at Australian Centre for Education (ACE). She has taught various programs from General English Program to Children Program. She has joined a variety of workshops and sharing sessions throughout her career. On top of that, her passion for teaching is to explore new and fun engaging activities in the classroom.

PHAL Sokphea is a teacher at Australian Centre for Education, ACE. He has been in the ELT field for around eight years and he has taught English to students at various age groups. He graduated from the Institute of Foreign Languages (IFL), Royal University of Phnom Penh (RUPP) and now holds a bachelor degree in B.Ed majoring in Teaching English as a foreign language (TEFL). Besides teaching, he has been actively engaged in coordinating a self-study centre as well as observing classes at his institute. His major of interests are Educational Leadership (EdLd), Curriculum Development, and Professional Development.

PHAM HONG Phuong is an English lecturer and Vice Head of Foreign Languages Faculty at Hanoi Financial and Banking University, Vietnam (FBU). She has extensive experience in English language teaching, curriculum design, and assessment for both English majors and non-English majors. Her professional interests include language testing and assessment, technology-enhanced language learning, and English for Specific Purposes (ESP). She has published a paper on applying the Task-Based Language Teaching approach in the FBU Journal of Finance and Banking and authored four in-house textbooks on Translation and Academic Writing for English-major students at FBU.

PHAM Ngoc Mai is a lecturer with 17 years of experience at Long An University of Economics and Industry. Currently a PhD candidate at Hanoi Open University, she is dedicated to exploring the complexities of Global Englishes and intercultural communication. Her research is informed by her extensive classroom experience, and she aims to contribute to the development of effective intercultural communication strategies. Her interests include teaching methods and exploring cultures. Cultural exploration deepens my understanding of people and society. Apart from teaching and research, she loves traveling, reading.

PHAN Theoun is a teacher at ACE. He holds a Bachelor Degree of Education in English and has completed a teaching training course at ACE. He has been teaching English for more than five years for both adults and young learners. He has a strong passion in teaching various classes and levels. He loves sharing and learning new things with colleagues in relation to teaching and improving himself as a professional teacher. He wishes to pursue teaching as his long term career.

PHATH Sovithyea is an experienced EFL teacher of Australian Centre for Education in Cambodia. He teaches learners from two main level groups Young Learners and General English Program. His other responsibilities include being an IELTS invigilator and a Language Learning Advisor. In addition to that, he used to be one of the IELTS clerical markers for the IELTS tests conducted at IDP Education in Phnom Penh. His professional interests are designing various tests and quizzes for his students to practice both in class and outside the classroom.

PHAY Chanrothana is an Australian Scholarship awardee who just obtained his master's degree in instructional leadership at the University of Melbourne. He previously was a lecturer at the Institute of Foreign Languages, Royal University of Phnom Penh. He has been teaching English for more than 5 years, and he has taught many different courses, such as Core English, Writing Skills, Social Studies, Literature Studies, and English for Business. His research interests include educational technology, classroom assessment, 21st-century skills, and educational management.

PHENG Chansomanita has been working at ACE Toul Kork for almost two years now. She has successfully graduated from IFL, majoring in teaching English as a Foreign Language. Before starting her career as an English teacher, she worked as a full-time accounting assistant at Big4 Company. She is passionate about pursuing higher

education in order to be equipped with practical tools and technique to be an effective English teacher. With that being said, she has just successfully completed ACE TESOL programs, and she is planning to pursue her MA in TESOL at IFL as well.

PHENG Sophanut started her teaching journey with volunteer teaching for primary school students in 2017 which helped her attain her first hands-on experience in teaching. She later on graduated with a Bachelor of Education in Teaching English as a Second Languages (TESL) from Institute of Foreign Languages (IFL) in 2018. She has then continued to teach various groups of students from different background and ages. She is currently a teacher of English at Australian Centre of Education (ACE).

PHIN Veha is a teacher of English at the Australian Centre for Education (ACE). Previously, he taught at the CAMFIRST SCHOOL and Aii Language Centre, where he honed his teaching skills and translated theory and concepts into workable knowledge through extensive practices. He has years of experiences in teaching adults. Throughout his professional venture, he's been passionate in raising students' engagement, promoting learner's autonomy and motivation, and delivering engaging lessons that tailor to students' needs and interests.

PHO Tith holds a Bachelor of Arts in English with a major in Educational Management and Teaching from Norton University and a Master of Educational Technology from Khon Kaen University, Thailand. He is currently a Teacher of English at the Australian Centre for Education (ACE). In addition to teaching, he has contributed to materials development projects and serves as a team member of the ACE TESOL Teacher Certification Program. His professional interests include teaching English to adults, educational technology, student motivation, materials development, and teacher professional development.

PHON Chhovon has been working as a Teacher of English for about six years, including roughly five years at Australian Centre for Education (ACE). Speaking of his qualification, he holds a bachelor's degree majoring in Teaching English as a Foreign Language from Institute of Foreign Languages (IFL). In addition, he has involved himself in some professional development activities, such as ACE Tip sharing, CamTESOL Conference, and as a Level Moderator. Apart from that, he has always been keen on learning new teaching techniques and designing effective teaching materials.

PHORN Phearun is an educator and researcher specializing in Teaching English to Speakers of Other Languages (TESOL). He is currently pursuing a Master's degree in TESOL at the National University of Battambang. His research interests include classroom management, learning engagement, and EFL teaching methodology. He has published articles in Research Square, the European Journal of Contemporary Education, and E-Learning. With a strong passion for advancing English language education, he is committed to developing innovative approaches that enhance student learning and empower learners to achieve their full potential.

PHYU Thazin is an educator and academic leader with a strong background in English language teaching and school administration. With a Bachelor of Arts and Master of Arts in English, she has developed a deep understanding of language, literature and communications. Her dedication to education led her to pursue a post graduate Diploma in English Language Teaching where she acquired valuable skills and knowledge. Additionally, she holds the Certificate in English Language Teaching to Adults (CELTA) from Cambridge. She is also one of the volunteers for MmTESOL. She has also participated in ASEAN Teachers Webinar Series as a panelist.

PICH Ratana is an English teacher at Australian Center for Education. He has been teaching English for two years at ACE. Also, he has experienced on teaching both young and adult learners, help them reach their learning goal more effectively. Moreover, beside his teaching professionalism, he likes to do more research on professional development for the improvements in and outside the workplace. The future goal for his career is he intends to continue his unstoppable learning to the next level by pursuing master degree.

POEUN Police is currently working as an English as Second Language teacher at Australia Center for Education/IDP Education. He graduated with a degree of Bachelor of Arts in English Language Education in 2023 from the Institute of Foreign Languages. He has been working as a Teacher of English for more than 5 years. He has not just worked as a teacher, but has also been involved in various academic developments, such as materials development, throughout the years.

PONG Molina obtained a Bachelor of Education from the Institute of Foreign Languages (IFL) in 2018. She first set foot in the teaching journey in 2017. She is captivated by the importance and power of education. She is working as a teacher at Australian Centre for Education (ACE). Her area of interest lies mainly in promoting deep learning and personal development. She is passionate about keeping her classes motivated and finding joy in little things. She takes pleasure in sharing. She has been a speaker in the ACE Tips Sharing session and a presenter at CamTESOL for five years straight.

POR Masonita graduated from Institute of Foreign Languages in 2013. Currently, she is a teacher of English at ACE Sonthormuk campus. She has been a teacher for more than six years. During these years, she has taught different programs including programs for children, young learners and adults. In addition to teaching, she also works as a level moderator to provide support for teachers who teach in Children's Program. She is keen on learning and sharing new teaching ideas and strategies among her colleagues.

POU Kevin is an educator graduated with a Bachelor's degree in English Education. He brings a stress-free and fun experience within the classroom. He is interested in trying new methods in making the class more interactive and fun as well as improving students' proficiency simultaneously. He strives to create a well balanced and friendly environment for English learners to build connection with their classmates as well as a meaningful connection to English as a language.

POV Poeng has nearly a decade of experience in the English Language Teaching (ELT) sector and is passionate about teaching English as a foreign language. Throughout his career, he has developed and utilized a range of practical tools to deliver engaging, student-centered, and effective lessons. As an experienced educator, he is committed to supporting the next generation of teachers and contributing to the development of human resources in Cambodia. Currently, he is exploring the integration of artificial intelligence (AI) tools, such as Twee, to assist especially novice teachers in streamlining lesson planning and enhancing classroom practice.

PRAK Chansreyneath is a dedicated and passionate educator with over 7 years of teaching experience. She holds a Bachelor of Education from the Institute of Foreign Languages (IFL). Throughout her career, she has worked with diverse groups of students. Currently, she serves in multiple key roles: as a classroom teacher, a teacher observer, and a parent-teacher meeting coordinator. As an observer, she provides constructive feedback to support professional development among teaching staff. In her role as coordinator, she facilitates meaningful communication between parents and teachers, strengthening collaboration to support each student's academic and personal growth.

PRAK Sokim holds a Bachelor of Education from the Institute of Foreign Languages and has six years of teaching experience. She has strong expertise in classroom instruction, student engagement, materials development and project coordination. Beyond teaching, she has coordinated educational projects and events, supporting effective collaboration and program delivery. With a strong interest in technology, Sokim actively applies interactive approaches and digital tools to increase student motivation and participation and enhance students' learning while continuously seeking professional growth through research and more practice.

PRUON Voeurn is currently working at the Australian Centre for Education (ACE) as a Teacher of English in Siem Reap, where he works with learners from diverse backgrounds. He holds a Bachelor of Arts in TESOL from the University of South-East Asia, and he is now pursuing further studies in the same field at the same university. He is

passionate about supporting students' growth in English and contributing to the development of English language education in Cambodia.

PUPULE GAMAGE Sajani Upeka is a dedicated educator with a strong background in early childhood and primary education. She began her teaching journey in 2019 as a volunteer, working with local and international students, which inspired her passion for shaping young minds. Sajani specializes in teaching English and Math to kindergarten and primary students and currently serves as a Primary Teacher at Australia Cambodia Education Academy (AusCam Academy) in Phnom Penh. She is committed to creating engaging learning environments and continuing to make a positive impact on the lives of young learners.

RAMJAWAN Shamila is a lecturer at CamEd Business School, where she teaches Business Communications to Year 2 students. Her academic interests include communication strategies in business contexts, cross-cultural communication, and the integration of technology in education. Shamila's career highlights include her commitment to developing students' communication skills and fostering a learning environment that prepares them for the global business landscape. She is dedicated to continuing her research in business communication and exploring the impact of emerging technologies on professional interactions.

RAN Leang Hay has been teaching for over 6 years and has been a lecturer at IFL, RUPP for over 3 years after his graduation in 2022. Throughout his years as a teacher of English, he has taught various English levels, ranging from Intermediate to Advanced, specializing in Speaking and Listening skills. He is now particularly interested in using Task-Based Teaching Method to promote students' agency and focus on meaningful communication. He aims to incorporate TBLT in teaching writing.

RASSAEI Ehsan is a Professor of Applied Linguistics at Majan University College, Muscat, Oman. He has over 15 years of experience teaching both undergraduate and postgraduate courses in applied linguistics and English language teaching. He has published extensively in top-tier and international journals, including System, Language Teaching Research, The Modern Language Journal, Language Awareness, and Computer Assisted Language Learning. His research interests focus on corrective feedback in language classrooms, technology-assisted language teaching and assessment, and second language vocabulary learning, with a particular emphasis on evidence-based pedagogical practices that enhance learners' language development.

RATES Patrick is an American living in Japan. He is currently a professor at Takasaki University of Commerce in Takasaki, Japan. He has been teaching in Japan for more than twenty years. He has taught at the elementary, high school, adult and now at the university level. His interests include collaborative learning, CALL and ESP. Currently, his university is mainly focused on business and commerce, so his focus recently has been on ESP and TOEIC.

RATHBOREY Leng is an English Teacher at Australian Centre for Education based in Phnom Penh. Regarding her education, she holds two bachelor degrees including a Bachelor of Arts in International Relation (IR) and a Bachelor of Education in Teaching English as Foreign Language (TEFL) from Royal University of Phnom Penh. After the graduation, she develops her interest in teaching learners from all levels to educate younger generations to better their foreign language proficiency. She is willing to share teaching tips to every teacher especially new teachers.

RATNAM Tara is a learner, ESL teacher, teacher educator and researcher. In characterizing the gaps that arise between the ennobling values teachers hold and its negation in their practice, she has come up with the notion of "excessive teacher entitlement," a phenomenon that emerges in the institutional context of teachers' work, binding their practice and diminishing their relationship with students. International scholars have contributed to the building of a knowledge base on the crucial issue of excessive entitlement in the two volumes she has co-edited (Ratnam & Craig, 2021, 2024). She's on the editorial board of Frontiers in Education Journal.

REESER Victor is an Assistant Professor at SUNY Korea and a Ph.D. candidate in cognitive linguistics at Incheon National University. Since 2009, he has specialized in academic writing, presentation skills, and EAP across diverse higher education contexts in Asia. An active leader in Korea TESOL, he serves as Incheon Chapter President and International Outreach Chair. His research focuses on multimodal communication, AI-assisted learning, and feedback practices. Recent talks include a TESOL 2025 presentation on AI and ELT in Korea and a plenary appearances at the 2025 Incheon Global Campus Research Showcase on the impact of generative AI in language education.

REN Channthy is a PhD student in Leadership. He works as Head of the English Program at Pafñasastra University of Cambodia, Siem Reap, where he supports curriculum development and teacher training initiatives. He holds two master's degrees -- a Master's degree in Educational Management and Planning and an MBA in Management. His academic interests focus on educational leadership and language teaching methodologies. Channthy has participated in several conferences and workshops to continue his professional development.

RICHARDS Jack C is an honorary professor at the University of Sydney and has had a long careers in applied linguistics and teacher education and has been a full professor in Hawaii, Hong Kong, New Zealand. He has authored more than 150 articles and books on different aspects of language teaching and teacher education and is also the author of several widely used classroom texts. Among hsi well known books are Approaches and Methods in Language Teaching, and Teaching and Learning in English Medium Instruction.

RIM Chandara is a recent graduate with a Bachelor of Arts in English from the Faculty of Foreign Languages (FFL), National University of Management (NUM), Cambodia. Her thesis, titled "Individual Factors Influencing Academic Performance of University Students: A Case Study of the Faculty of Foreign Languages, NUM," was a requirement for her graduation. She's currently an Academic Supervisor at True VISIONS International School of Cambodia. Prior to this, she taught English to kindergarten students from 2022 to 2023. To further develop her skills, she transitioned into the role of General Operations Coordinator before being promoted to her current position.

RIN Chanborika is an English teacher at Australian Centre for Education also known as ACE. With a bachelor of Education degree from Royal University of Phnom Penh, Institute of Foreign Languages, she has taught students age 6 to adults. Her passion lies in improving classroom managements and making learning fun. Her innovative teaching methods, including hands-on activities and multimedia resources, engage students and foster a love for learning. Beyond the classroom, Chanborika enjoys reading, writing, and continuous personal growth.

RIN Pich Rasmey is an English teacher at ACE with over three years of experience teaching both Young Learners and General English programs. She graduated from the Institute of Foreign Languages with a degree in English language teaching. Dedicated to fostering engaging classroom environment, she encourages curiosity and active learning among her students. Beyond her teaching role, she has contributed to professional initiatives such as the Tips Sharing Series, where she shares practical insights with fellow educators. In her free time, she enjoys exploring new places and cultures, which continues to enrich her teaching practice and global perspective.

RIN Somalin has been working as an English teacher at Australian Centre for Education since 2018, teaching various programs and age groups including children, young learners, and adults. In 2021, she completed a course called Creating and Implementing Online Courses in the Online Professional English Network, Fall 2021 program, sponsored by the U.S Department of State. In 2022, she was one of the content writers for the Teacher Training Project initiated by ACE and MoEYS. She has presented at CamTESOL since 2019 and her professional interests lie in teaching young learners and students' and teachers' motivation.

RING Liam works at Asia University in West Tokyo. He has previously worked on English for Academic Purposes programs in South Korea, New Zealand, and the UK. His interests include helping students build their receptive skills and he has previously published work on building listening skills through metacognitive activities and utilizing

extensive reading materials in the classroom. He is also interested in preparing students for studying overseas and fostering independent study skills. He is the current Publicity Officer for the JALT Listening Special Interest Group.

RITH Leakhena is currently working as an English Second Language teacher at Australia Centre of Education based in Phnom Penh. Before starting her current teaching career, she used to work as a teacher assistant for six months. This position shaped her mindset and attitude towards teaching. It allowed her to understand the main feature of teaching which is also known as long-term learning since it takes part in helping her grow and evolve herself in the educational field.

ROBERT JOHN Watson is a lecturer in EAP and ESP at the Chinese University of Hong Kong, with a professional interest in learner and teacher motivation in EFL. Over 20 years of teaching experience in the UK, Japan and Hong Kong. Publications: Learner Motivation from a Teacher's Perspective. In P. Clements, A. Krause, & R. Gentry (Eds.), *Teacher efficacy, learner agency*. Tokyo: JALT. (<https://doi.org/10.37546/JALTPCP2019-19>) A Study of Motivational and Demotivational Factors in Learning English in the First Semester at University. *Journal of English Language Education and Research* 1 55-79, 2024-03-15 (DOI:10.20776/S2758707X-1-P55)

ROK Pros has been teaching at ACE - SR campus for about three years. He has successfully obtained a degree from the PUC - SR Campus majoring in TESOL. He is pursuing his Master's Degree majoring in M.Ed. He used to volunteer as an English teacher at one orphanage since he was a freshman at the university. Also, he has joined some educational communities as a volunteer such as EdCamp and CDL. Thinking of his hobbies, he quite enjoys watching reality shows on YouTube, listening to podcasts to enhance his listening skills, listening to English songs, and reading inspirational books.

ROK Pros has been teaching at the ACE-SR campus for over three years. He has successfully got a degree from the PUC-SR campus majoring in TESOL. He is pursuing his master's Degree majoring in M.Ed. He used to teach English as a volunteer at one orphanage named Hannah's Hope Children since he was a freshman at the university. Also, he has joined some educational communities as a volunteer, such as EdCamp and Community Distance Learning. Thinking of his hobbies, he quite enjoys watching reality shows on YouTube in English and listening to podcasts to enhance his listening skills.

ROMANKO Rick is a professor at Wayo Women's University in Chiba, Japan. He has been teaching at the university level in Japan for over 25 years. He is the chair of the Foreign Language Division at Wayo. He has a doctor of education (Ed.D) from Temple University and has published papers on extensive reading, vocabulary learning, task-based language learning, and developing effective questionnaires. His main areas of interest are extensive reading, corpora-informed vocabulary and language learning, and materials development. Email: romanko@wayo.ac.jp.

RON Seihak is an English teacher at Bour High School in Battambang Province, where he has taught since 2020. He holds a bachelor's degree in TESOL from Pannasastra University of Cambodia and completed his teacher training at Battambang Teacher Education College. He is currently pursuing a master's degree in TESOL at the National University of Battambang. His professional interests include English language teaching, learner autonomy, and educational technology, and he has published research articles related to E-learning and English education.

RORTHMONY Norm was born on 28 February 2000 and currently lives in Odombong Village, Odombong 2 Commune, Sangkae District, Battambang Province. Her strong commitment to education motivates her to pursue a career as a primary school teacher. She is studying at Battambang Teacher Education College (BTEC), with a focus on teaching lower education to young learners. She is particularly passionate about working in the primary school setting, aiming to inspire a love of learning in her future students.

ROS Vutha is a faculty member at the Department of English, Institute of Foreign Languages, Royal University of Phnom Penh. He previously worked with the World Bank as an education consultant. He holds a Master of Education in Higher Education from the University of Hong Kong, and his research on the academic profession, post-communist higher education, and research capacity building has appeared in journals such as Higher Education Policy, Compare, Asia Pacific Journal of Education, Higher Education Quarterly, and the International Journal of Educational Development.

RYAN Jack is a professor at Shizuoka University of Art and Culture in Hamamatsu, Japan, teaching English communication, composition, and content-based courses on literature and global issues. He holds degrees from the University of California, Los Angeles, and Temple University, Japan. He has contributed to many volumes published in Japan, including *Saul Bellow and Other Writers*, *Jewish American Literature*, and *School-Based Curriculum Management and Lesson Study for Teacher Education: From Asia and Japan*. His research interests include content-based instruction, teaching literature in EFL contexts, and the future of English education in Japan.

SAINT Meassngun has been working as a vice dean at PTEC and curriculum development member since late 2009 at WU, and he was a Program Director at Cam-ASEAN International Institute in 2016. He has conducted several trainings to the public and university students on various topics. He has completed his PhD in Curriculum and Instruction at Chulalongkorn University, Thailand, and completed his M.Ed. (Educational Leadership and Management) from Charles Darwin University, Australia. His research articles include "Improving Quality Teaching at Tertiary Level" and "The Impact of Thai Hazing on Students' Academic Performance and Life Skills" and more.

SALMORIN Jonna Joy is a committed education professional currently serving as Teacher III at Department of Education. With extensive experience in classroom instruction and school-based initiatives, she has consistently demonstrated dedication to advancing the quality of basic education and supporting learners' holistic development. She has been actively involved in projects that support school improvement initiatives and encourage collaboration among educators. Her professional interests include research and educational leadership, with a focus on how school administrators can help create productive learning environments, support the professional development of teachers and solve issues in the educational system.

SAM Chandara is an experienced EFL educator with a Bachelor's degree in TESOL from Pafñiasastra University of Cambodia. Since 2019, he has been a key contributor at the Australian Centre for Education (ACE), leading teacher development sessions, creating learning materials, and supporting digital teaching innovations. He has presented at major conferences, including ThaiTESOL and CamTESOL, and was sponsored by the U.S. Embassy to present research at VietTESOL and TESOL Elevate. Beyond the classroom, he actively engages in educational outreach and community events. Chandara is passionate about empowering teachers and improving the quality of English education in Cambodia and beyond.

SAM Panha is an English language teacher with nearly ten years of teaching experience, including five years at ACE. He holds a Bachelor's degree in Education (English, TEFL) and is currently pursuing a Master's in Education at RUPP, where his dissertation investigates Cambodian high school students enrolled in private English classes. Panha has a five-month exchange experience in Belgium and has participated in CamTESOL several times as a presenter. His professional interests include inclusive education, learner's autonomy, and English language teaching.

SAM Puthivorn is an English teacher at ACE Samdach Pan campus. She has 2 years of experience in teaching English as a foreign language. She went to the Institute of Foreign Languages and has recently acquired a degree in Bachelor of Education. Beside working, she spends her time talking to people with same interests as hers. The discussion is mainly about children development. In addition to this, she also spends time with her family and friends.

SAMANG Dyna is an English teacher, teaching at ACE Campus Toul Kork for almost 2 years. She focuses on using digital tools and technology to support active learning and boost student motivation in EFL classrooms and also has a strong passion for making learning more interactive and student-centered. She's presenting at CamTESOL conference for the second year, sharing her experience using digital tools to boost engagement in the EFL classroom. Her interests include learner autonomy, classroom innovation, and the use of AI to support language learning outcomes.

SAMBATH Gechu is teacher at Australian Centre for Education (ACE). She holds a Bachelor's degree of Education (B.Ed.) from the Institute of Foreign Languages of the Royal University of Phnom Penh. She was a 2020 Young Research Fellow at Future Forum, a Phnom Penh-based think tank. In 2021, she published two articles related media literacy and decentralization of education in Cambodia. Her research interests include inclusive education, decentralization of education, media literacy, and education policy and teaching methodology.

SAN Kimseng has been teaching English at ACE Samdech Pan campus for 4 terms by now. He graduated from the Institute of Foreign Languages with a bachelor's degree with honors, majoring in TEFL (Teaching English as a Foreign Language) in 2024. During his time at IFL, he had accomplished independent research regarding the influence and impacts of AI tools on the educational field. He helped many young learners who seek effective strategies for English learning and to discover their learning potential beyond just practicality but also from a psychological perspective as well.

SAN Limeng, an ESL teacher at ACE/IDP Education Cambodia, where I bring enthusiasm and a growing wealth of experience to the classroom. As a novice teacher, I have been steadily building my skills while instructing students in the General English Program. My unwavering passion for teaching English as a Second Language (ESL) fuels my commitment to helping students of various backgrounds attain linguistic fluency. With a growing repertoire of teaching techniques, I aspire to make a lasting impact on language learners' journeys to proficiency.

SAN Menghuy is currently employed at the Australian Center of Education (ACE) as an English teacher. He graduated from the Institute of Foreign Languages (IFL) with a bachelor degree in teaching English as a foreign language. He has experienced teaching different groups of students ranging from young learners to adult students. Through years of teaching, he has observed that students are increasingly having difficulties in acquiring vocabularies through traditional methods. For that reason, he now hold a vast interest in exploring how online platforms can enhance vocabulary acquisition, improve learner engagement and discover features that support meaningful language development.

SANDU Roxana is a lecturer in the Faculty of International Tourism Management at Toyo University, Japan. She completed her doctoral studies in International Cultural Studies at Tohoku University. Her early research explored Japanese pragmatics and discourse analysis, while her current work focuses on fostering intercultural competence in English as a Foreign Language contexts. Most recently, she has examined the role of virtual exchanges in enhancing student engagement, with a broader interest in how digital tools and global learning environments shape language education.

SANN Seurkinas graduated from the Institute of Foreign Languages (IFL) in 2022, is currently a teacher of English at the Australian Center of Education. In prior to her journey as a teacher, she had experienced working as a part-time teacher of English at an international school. Due to her passion in imparting the knowledge to the next generation, she has begun her teaching profession at ACE for almost three years. Besides her teaching career, she is interested in doing research and exploring new engaging teaching techniques.

SAO Vannak is an English teacher at Prek Leap High School in the New Generation School program. He holds a Bachelor's and a Master's degree in Education and is currently pursuing a PhD in Education at the National Institute of Education, Cambodia. He also serves as a reviewer for the Cambodian Education Forum (CEF) and the

Cambodian Journal of Educational and Social Sciences (CJESS). His research interests include student motivation, teacher professional development, technological pedagogical content knowledge (TPACK), and lifelong learning.

SARONG Vichet was born in Banteay Meachey Province. He graduated two bachelor's degree from BBU University and SADI University in major of Accounting and English Literature respectively. He has also graduated a master's degree in Business Administration from Norton University. He has completed many training courses programs nationally and internationally. Moreover, he has volunteered as a presenter of Teaching Forum of NTC's Group and a coach for training public speakers and debaters for all the competitions successfully. He was a head teacher and full-time teacher of English at Sovannaphumi School from 2011 to 2023 and now he a management trainee.

SATO Rintaro is a professor at Nara University of Education. He received a Ph.D. in Education from Joint Graduate School in the Science of School Education, Hyogo University of Teacher Education, Japan. His research interests include WTC, feedback, nonverbal communication (gestures), and L1/ L2 use. Professor Sato has published in Language Teaching Research, System, Innovation in Language Learning and Teaching, etc. is a professor at Nara University of Education. His research interests include WTC, feedback, nonverbal communication (gestures), and L1/ L2 use. Professor Sato has published in Language Teaching Research, System, Innovation in Language Learning and Teaching, etc.

SATOQUIA Neil is an Assistant Professor at the Higher Colleges of Technology in the United Arab Emirates. He holds the following academic degrees: BA in English Linguistics, M.Ed. in ESL, and PhD in Language Education. Having taught for 34 years, he has mentored pre-service teachers and language teacher trainers in many different fields of linguistics and language teaching, such as Second Language Acquisition, Communicative Grammar of English, Mathematical Grammar, TG-Grammar, Phonetics, English Language Teaching, Language Testing, Teaching Practice, Syntax, Morphological Analysis, Research, and Reading.

SAY Chivy is currently working at Australian Centre for Education as an English teacher. He graduated with a bachelor's degree of education in Teaching English as a Foreign Language from University of South-East Asia in 2018. With over 5 years teaching experience, he has taught students in various age groups and teaching young learners is one of his favourites. He has been looking for good strategies to teach young learners and he loves sharing with others.

SCARBOROUGH Courtney has over a decade of experience teaching English language courses to learners ranging from elementary school students to university undergraduates. She is currently a faculty member at Rikkyo University in Tokyo, Japan. Previously, she held teaching positions at Kindai University and Kansai Gaidai University. Before relocating to Japan, she taught in South Korea, Indonesia, and the United States. Her research interests focus on writing centers, extensive reading, and the integration of literature in language education.

SCOTT Daniel has an MA in TESOL and is currently an associate lecturer of English at Kwansei Gakuin University. Since obtaining his CELTA in 2008, he has taught in a range of contexts including 11 years of experience teaching in Japan. His research interests include ELF/BELF and second language (L2) motivation. Recent Publication: Scott, D. D. (2025). English as a Business Lingua Franca (BELF) and its Implications for English Language Teaching (ELT): A Critical Comparison of Two Recent Studies in China and Japan. *The Journal of Policy Studies*, 70, 117-125. <https://kwansei.repo.nii.ac.jp/record/2001239/files/4.pdf>

SEA Bounseng is a linguist enthusiast with a deep passion and strong commitment to education, research, and sustainable development. He currently serves as a university lecturer at IFL, RUPP. In this role, he is dedicated to fostering critical thinking, language proficiency, and academic growth among his students. Alongside his teaching

responsibilities, he is actively engaged as a part-time researcher. His research interests lie at the intersection of cognitive and behavioural development among students, the integration of technology and artificial intelligence (AI) in education, and the role of education in advancing sustainable development and long-term social progress.

SEAN Kimhoung is currently a teacher of English at Australian Centre for Education. He has been involved in education since 2013, actively working as an inspiring teacher at various well-known institutions, such as Sovannaphumi School, American Intercon School, Aii Language Center, and Australian Centre for Education. He has touched and inspired a wide age range of students, ranging from young learners to adults. He has participated in and led many professional development programs within current organization(ACE). His mission is to thrive to be the best individual/teacher he can possibly be while inspiring others to do the same in the process.

SEAN Saroun is a lecturer of English at some local universities in Siem Reap. He has been working as a teacher of English for more than 10 ten years. In this career, he has shared and contributed his best experiences, techniques and approaches of teaching English to many students. He is also a member of Community of Practice (CoP) Siem Reap which focuses mainly on sharing the best practices of teaching and learning English to the community across Cambodia. Even though he has had long experience of teaching English, he always continues his professional development.

SEAT Chomraeun, a passionate teacher, currently teaching at the Australian Centre for Education (ACE) since 2023. He started his teaching career after graduating from the Institute of Foreign Languages in 2021, where he majored in English Literature. Before teaching at ACE, he spent a year and a half teaching at Stanford American School. He has presented at CamTESOL in 2024 and 2025. Beside teaching, Chomraeun enjoys reading and travelling across Cambodia provinces. His dedication and commitment to learning and teaching is truly admirable.

SEINE Sambath is currently teaching at Australian Centre for Education (ACE), where he supports students in developing their English skills and confidence. A highlight of my career has been helping learners reach their goals through interactive and engaging lessons. He enjoys creating a positive classroom environment that encourages participation, growth, and mutual respect. His main professional interests are in language teaching methods, curriculum development, and finding creative ways to make learning more effective, inclusive, and enjoyable for students.

SEK Vimon is an English teacher at a private secondary school in Battambang Province, Cambodia. She holds a bachelor's degree in Teaching English as a Foreign Language (TEFL) at Build Bright University, Battambang. She is currently pursuing her master degree in (Teaching English to Speakers of Other Languages (TESOL) at National University of Battambang. She has three years of experience in teaching young kids and adult learners. She published some research articles on research square, and European journal of contemporary education and E-learning.

SEMCHUCHOT Narudol is the head of ELT program at Faculty of Education, Kasetsart University and the chair of Thailand Extensive Reading Association (TERA). He's managed Thailand's first nationwide online extensive reading (ER) competition in 2023 and continues practicing ER for his undergraduate education students using different online libraries. He'll be the chair of the next biggest conference on ER in 2027, Extensive Reading World Congress. His research interests include ER, COIL or collaborative online international learning, international and intercultural communication, English language assessment and ELT.

SEN Reaksa has been working as a teacher at Australia Centre for Education (ACE/ IDP Education) for three years. She holds a Bachelor's Degree in Education from Pannasastra University of Cambodia, majoring in Teaching English to Speakers of Other Language. Her area of professional interest is using educational technology in English language classrooms. With her passion for language education, she strives to empower her students to be more passionate with essential skills and knowledge in reading, writing, speaking and listening.

SENG Hoklay is currently a teacher of English at Australian Centre for Education. He started working in 2022 at SIS International School and moved to Aii Language Center later. Furthermore, he was also one of the presenters at the National Teaching Conference organized by MJQE for Education. He takes pride in transforming the classroom from a traditional one to a modern one by applying new techniques into his classroom; therefore, he has been relentlessly exploring and learning new techniques to help his students learn more effectively.

SENG Seavmeng is an English lecturer at the Royal University of Phnom Penh (RUPP), where he earned his B.Ed (Hons) in Teaching English as a Foreign Language. Beyond his role as a lecturer, he is an active researcher and student supervisor. Seavmeng's work focuses on learner autonomy, learning motivation, and the efficient use of technology in the classroom. Driven by a passion for boosting classroom engagement, he actively explores how to use ICT and AI in language teaching.

SENG Virakyuthpumidear is an English Teacher who is currently working at Australian Centre of Education. He graduated from Institute of Foreign Languages with the bachelor of education in the year of 2020. He has been a teacher for 4 years with experience of teaching various levels - mainly young learners and adults. Since the Covid-19 pandemic, he has been focusing on utilizing a variety of learning management systems that engage and connect to the interest of English Learners while keeping update with the advancement of technology.

SETT Kaung is the founder of Teacher Kaung's English, a language school established in 2021 that offers Cambridge English exam preparation classes for young learners and teens. His school partners with Cambridge English Assessment to provide high-quality learning opportunities and globally recognized exam preparation. He has completed CELTA which has equipped him to become both a professional English language teacher and a dedicated teacher trainer. He is passionate about online teaching, curriculum design, assessment, and teacher mentoring and he is always eager to learn new skills and collaborate with diverse and dynamic teams.

SEVILLA Heide from Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines. Just recently I had published an article in the Dreamers Publishing Company. In terms of career highlight I drafted and execute a differentiated learning materials and strategies to enhance literacy outcomes and gain an increase of at least 35% performance over the course. A perceptive professional interest in language education and the development of student-centered learning styles specially supporting varying learning needs through differentiated instruction, technology integration and English language acquisition, particularly the indigenous learners who struggles in speaking the English Language.

SEY Kassy is currently a Vice-School Principal at Khmer Intellectual Academy. In 2012, he received a scholarship to undertake a bachelor's degree in English literature at the Institute of New Khmer. Later in 2016, he received another scholarship to pursue his master's degree in Teaching English as a Foreign Language (TEFL) at The University of Cambodia. With a continuing scholarship from The University of Cambodia, he is now pursuing a PhD in educational science. Now he is a PhD Candidate. He has published 16 articles. His research interests involve technology in education and school leadership.

SHERIDAN Robert is an associate professor in the Faculty of Agriculture at Kindai University, Japan. His research interests include vocabulary acquisition, the SDGs in language education, CLIL, student-centered learning, and culture in education. His recent publications include "Version 1.1 of the SDGs Service List: Vocabulary for Society and Sustainability" (Osaka JALT Journal) and "Global Issues in Local Contexts: Japanese University EFL Learners' Reactions to SDGs Materials" (TESL-EJ). He co-authored the EFL textbook Japanese Popular Culture in English: Discussions and Critical Thinking (Nan'un-Do). He can be contacted at robert@nara.kindai.ac.jp.

SHIMONO Torrin currently is an Associate Professor at Kindai University in the Faculty of Law. He also teaches part-time at Ritsumeikan University in the Faculty of Business Administration. He received his doctorate from Temple University Japan. His research interests include reading fluency, reaction times, phonology, self-efficacy,

and testing. His notable publications are "The Effects of Extensive Reading, Timed Reading, and Repeated Oral Reading on Japanese University L2 English Learners' Reading Rates and Comprehension over One Academic Year" (2023) and "L2 reading fluency progression using timed reading and repeated oral reading" (2018).

SIM Channang has been an English teacher for over 13 years and has taught at the Australian Centre for Education since 2018. He currently teaches both Young Learners and General English programmes. He is also the founder of the Teacher Training and Leadership Association (TTLA), which offers free training and short courses to English teachers in rural Siem Reap, Cambodia. Channang earned a Master of Education in Planning and Administration in 2020 and is now pursuing a Ph.D. in Educational Research at the Royal National Academy of Cambodia. He is passionate about helping others learn English.

SIM Prach is a School Principal (SP) at Sovannaphumi School, part of NTC group, one of the leading education institutions in Cambodia. She is currently based at Pursat Campus. She graduated with a master's degree in Educational Administration from The University of Cambodia(UC). She has extensive experiences in professional setting across school administrative roles ranging from teacher to teacher leader to school principal. Her part time job is also a lecturer at the University of Cambodia(UC). Her areas of interest are leadership, education, psychology, and social influence.

SIN Puthvicheka is an experienced English educator with over two and a half years of teaching at the Australian Centre for Education (ACE), focusing on students under 15. She holds a Bachelor's degree in Education, specializing in Teaching English as a Foreign Language, completed in 2020 at the Institute of Foreign Languages (IFL). Prior to ACE, she spent two years teaching English full-time at Aii Language Center. Her professional interests include helping young learners enhance their overall English proficiency, particularly in speaking skills, and supporting them in achieving their academic goals within English-language learning environments.

SIN Sovannmony is a graduate of the Institute of Foreign Languages (IFL) and currently serves as an English language educator at the Australian Centre for Education (ACE). With four years of teaching experience, he has developed a strong foundation in classroom instruction and a deep interest in interaction and well-being of the students. He continues to explore ways to make English language teaching more engaging. At CamTESOL, he shares practical strategies and insights drawn from his teaching journey to inspire fellow educators.

SIN Visal has been employed at ACE Toul Tom Pong for over seven years. He graduated from the Institute of Foreign Languages (IFL) in 2015 with a major in Teaching English as a Foreign Language (TEFL). He previously served as a presenter at the 16th, 20th, and 21st Annual CamTESOL Conferences. Additionally, he contributed as a voice actor for English textbooks used in Cambodian state schools as part of the Kizuna Project, alongside Mr. Finn Aberdein. He was also a speaker at Nerd Night, an event presented in the PechaKucha style.

SINKETH Raninn has experience working in both face-to-face and virtual classrooms of beginner to intermediate level learners for over 8 years. She has been involved in a professional development program for the ELT team at Australian Centre for Education (ACE) in Cambodia. In her experience, she has conducted on-going teaching observations to assess and give constructive feedback to EFL teachers in her team and contributed to the development of self-assessment process in the professional development program. She is interested and has been studying different classroom management approaches to promote learner autonomy, communicative and collaborative learning and improve language learning performance.

SKEWS Nicholas Edmund is Learning and Teaching Lead at the Hanoi campus of RMIT Vietnam. He has been teaching for over ten years, mainly in Southeast Asia, with the majority of that time teaching in Myanmar and Vietnam. He attained his bachelor's degree at the university of Roehampton and his MA TESOL at the university of Sunderland. In addition to his CELTA, he also has certificates from the university of Queensland, the Queensland Institute and International House, all related to teaching and teacher training. He has presented in Vietnam, Cambodia and South Korea on various teaching topics

SLIMON Jason has been an educator in Taiwan for more than 25 years, teaching everywhere from English cram schools, corporate classrooms, and government offices to universities. His educational background includes advanced degrees in education from Seattle University and the University of Kansas. Currently an assistant professor in the Department of Applied English at Ming Chuan University, he has interests in student- and teacher-training programs, having delivered dozens of workshops to future K-12 English teachers in Taiwan. He is currently most interested in developing hybrid human-AI tasks to facilitate student workplace competitiveness and teacher skill acquisition.

SMITH Jovan is an English language teacher at the Chak Angre campus of Australian Centre for Education, where he has worked for over seven years after having first taught middle school in South Korea. He has been teaching EFL in Asia for ten years. He primarily teaches upper-intermediate general English courses in addition to IELTS preparation. This is his fourth TESOL conference presentation, and it features techniques for genre-based writing instruction. His interests include developing learner literacy and culturally responsive teaching.

SO Sakada is a teacher of English at Australian Centre of Education (ACE), CA campus. I have graduated from Institute of Foreign Languages (IFL), majoring in Bachelor Degree of Education (B.Ed). I have been working at ACE for almost three years now. During my free time, I like listening to music, reading some documents or article in both languages regarding the educational field, and watching some motivational and practical videos which could help improve my skills in my career.

SOEM Sopheaktra is an English teacher at Norwest International Centre and holds a Master's Degree in Educational Planning and Management. With experience both as an English teacher and as a school principal, he has developed strong expertise in classroom instruction, educational leadership, and student support. His professional interests include English teaching, technology integration in education, and the use of artificial intelligence to enhance learning and teaching practices. He is particularly focused on how tools like ChatGPT can support teachers in lesson planning, materials creation, and meeting the diverse needs of students in Cambodian classrooms.

SOEUNG Sreypy is an English language educator with over eight years of experience in the field of education. She holds a Bachelor's Degree in Teaching English to Speakers of Other Languages from Paññasatra University of Cambodia. Throughout her career, she has taught a wide range of learners across different age groups, including young learners, adults, and mid-aged individuals. She is currently serving as a faculty member at Sala Bai Hotel School, where she teaches vocational English to young adults preparing for careers in the hospitality industry. Committed to professional growth and lifelong learning, she aspires to join 22nd Annual CamTESOL.

SOK Chansreyley is a dedicated Teacher of English at the Australian Centre for Education (ACE). With over five years of teaching experience, she has developed a strong passion for creating engaging, student-centered lessons that promote communication and confidence in language learning. Her professional interests include innovative teaching methodologies, classroom interaction, and strategies to increase student talking time. She is committed to fostering a supportive and motivating learning environment where students can actively develop their English skills. Chansreyley continues to enhance her professional growth through ongoing training and the exploration of modern approaches to English language teaching.

SOK Chanthydakuch is a dedicated English teacher at ACE with a passion for language education. With 8 years of teaching experience, Chanthydakuch has made a notable impact on both students and peers through her engaging teaching style and commitment to educational excellence. In addition to her teaching role, Chanthydakuch has been a presenter at the prestigious CamTESOL Conference for three consecutive years, where they shared innovative teaching strategies and insights into English language education in Cambodia. Chanthydakuch is actively involved in professional development and continually seeks opportunities to contribute to the advancement of education.

SOK Pakpanhapong graduated from the Institute of Foreign Languages, Royal University of Phnom Penh majoring in teaching English as a Foreign Language in 2018. Currently, she is a teacher at the Australia Centre for Education (ACE). She has been working in the educational field for over 4 years as an English teacher. She is passionate about acquiring new knowledge relating to her profession. She aims to share her experience of English language teaching with other people, especially new teachers.

SOK Raksatepy is a teacher at Australian Centre for Education. She has graduated from Institute of Foreign Languages in 2022. Before joining ACE, she used to be a part-time English teacher at Royal Intercon School and a part-time instructor at PUC. During her third year in university, she used to be a freelance translator on general topics. She used to participate in fundraising organized by Royal University of Phnom Penh with classmates in her freshman year.

SOK Rem holds a bachelor's degree majoring in Teaching English as a Foreign Language and a master's degree of Education in Planning and management from Build Bright University. With great teaching enthusiasm, he has been an English language teacher for over 10 years. He worked as a project coordinator for Life and Hope Association bringing Hopes into life through education for 6 years. Moreover, he is associated with the Teacher Training and Leadership Association in teacher training. He currently works as a full-time English language teacher for Australian Centre for Education. He believes that education is the key to success.

SOK Seanghong is a teacher at ACE. He has been teaching there for over 3 years. This is also his third time presenting at CamTESOL. Besides teaching, Seanghong has also taken some roles as level moderator, mentor and observer at his center. His previous presentation focused on using Vocabox in teaching vocabulary to young learners. This year, he is going to share his experience in using EdTech (Classtool.net) to teach grammar to young and adult learners.

SOK Sunheng is currently a lecturer at the Department of English, Institute of Foreign Languages, Royal University of Phnom Penh. He obtained his M.A. in TESOL from the University of Auckland, Auckland, New Zealand, under the Manaaki New Zealand Scholarship Program in 2024. Before pursuing his postgraduate study, he had been a teacher for more than a decade. On top of that, he is a regular presenter at the Cambodian ELT conference, the annual CamTESOL conference, and EdCamp. His research interests are students' motivation, need-based teaching, language testing and assessment, and English for Specific Purposes.

SOKUN Theary is a Language Teacher at Australia Cambodia Education Academy in Phnom Penh. With a strong interest in innovation and student-centered teaching methods, which focus on developing learners' communication skills through practical, engaging activities. From experience as a language teacher, designing lessons for diverse learners and is particularly interested in low-resource teaching strategies, project-based learning, and task-based approaches to language instruction. The mission is to create a meaningful learning experience that connects the classroom to real-life practice and empowers learners to build self-confidence in their future pathway.

SOMMERS Scott is Assistant Professor at the English Language Center of Ming Chuan University in Taipei, Taiwan. He holds a Ph.D. in Educational Psychology from National Taiwan Normal University where he studied educational measurement and standard setting. His research interests range widely and include the use of LLMs, such as ChatGPT, in language teaching, as well as the history of language teaching in East Asia, focusing on the educational practices and lives of foreign teachers.

SOPHANITH Chhour is an experienced ELT educator. He has embarked on the journey of a teaching career for several years in Cambodia and has found a passion for teaching and learning. Working in the educational sector has given him opportunities and perspectives on various aspects of how to provide learners with an engaging learning experience and equip them with all the support that they need. Sophanith is fascinated by several areas of teaching revolving teaching methods and teaching philosophies. He views teaching as an opportunity to grow one's personal development and a chance to inspire others through meaningful contributions.

SOPHEAK Raksmy is a teacher of English at Australian Center for Education. She received a B.Ed degree from Institute of Foreign Languages, Royal University of Phnom Penh. She has worked in many language schools in Cambodia teaching English to various age groups of students ranging from young children to adults. Later, she joined the Australian Center for Education to continue her journey in language education. This is her fifth year presented at CamTESOL, she is willing to promote more changes in language learning and acquisition. Her professional interests are learning autonomy and digital learning.

SOPHEAN Chantrea is a teacher of English instructing at Australian Centre for Education (ACE). She has been involved in the educational sector for around four years. She is highly interested in imparting knowledge to the next generation and taking part in building school curricula and materials which can assist teachers in the process of their teaching. She has participated in various training sessions and seminars, which allows her to acknowledge emerging and interesting pedagogical techniques. Due to this wealth of experience and knowledge in teaching, she is willing to contribute it to the instructors who are struggling in the field.

SOPHEAP Setrachana is a recent graduate of the Institute of Foreign Languages (IFL), one of Cambodia's most prestigious institutions, where he earned a Bachelor of Education. Driven by a passion for teaching, he began gaining experience as a part-time English teacher while still a student, accumulating five years of teaching experience. He is currently a full-time English Language Teacher (ELT) at the Australian Centre for Education (ACE), one of the country's leading language schools, where he teaches both the Young Learners Program (YLP) and the General English Program (GEP).

SORN Chanratana is a teacher of English at Australian Centre for Education. He has around three years of experience working in the education field since his graduation from Institute of Foreign Languages (IFL) in 2020. Throughout his career, he is provided with the responsibilities where he has to deal with learners of various types, including those from elementary-aged students to adult learners. He is particularly interested in finding ways to use educational technology to help learners meet their needs.

SORN Sienghai completed his bachelor's degree in Teaching English as Foreign Language (TEFL) from Institute of Foreign Languages (IFL, RUPP) in 2022 and he is currently working at Australian Centre for Education (ACE) as a teacher of English. Owing to his passion in Education, he has been teaching and volunteering since he was a sophomore. His professional interests include teaching, learning methodologies and practice that promote student engagement and interaction both inside and outside the classroom.

SORN Sokunvitou is an English teacher at the Australian Centre for Education. He holds a bachelor's degree in Teaching English as a Foreign Language from the Institute of Foreign Languages. Throughout his career, he has made significant contributions to education and worked with a diverse group of students. He is committed to fostering a friendly, helpful and interactive learning environment in which students can enjoy their learning as well as achieve their academic goals. As a teacher, his goal is to inspire students to become lifelong learners.

SOU Kunvichetra, a passionate educator, currently teaching at the Australian Centre for Education. His journey in the field of education began after graduating from the Institute of Foreign Languages in 2021, where he majored in English Literature. Prior to his current role, he spent nearly two years at Stanford American School, teaching the General English Program. Beyond the classroom, Chetra is a keen reader and enjoys expanding his knowledge through educational podcasts. His dedication to learning and teaching is truly inspiring.

SOUN Vichdy is a full-time English teacher at the Australian Centre for Education (ACE). Vichdy joined the ACE team about two years ago after graduating from the Institute of Foreign Languages in 2021 with a major in Education in English. Meanwhile, she finished her second Bachelor of Business Administration degree the following year. She had taught at a private institution while completing her degrees since she was so passionate in teaching. During school, she had participated in a research project and joined a teaching practicum for a year.

SREANG Dara is currently a teacher at ACE, Chak Angre Campus. I have been teaching English since 2013. Teaching English is a career of my life. Nowadays, I hold a Master's Degree in MA in Curriculum and Instruction from Royal University of Phnom Penh. I also attended a few online course sponsored by US embassy in the last few years. I am so enthusiastic about teaching English, so I always keep developing my professionalism in this educational field. Of course, I always seek opportunity for professional development.

SRENG Songleangheng received a Bachelor's degree from the Institute of Foreign Languages (IFL, RUPP). Currently, he is a member of the Australian Center for Education (ACE) team, where he's been into teaching. Having two years of part-time and almost four years of full-time teaching experience allows him to sharpen his skills and discover his passion for integrating technology into the classroom. He's also passionate about adapting and transforming education in this 21st century and is committed to giving back to society through his teaching journey. Join him in exploring practical approaches to English language education at CamTESOL.

SREY Norint is a lecturer at the Institute of Foreign Languages (IFL), Royal University of Phnom Penh (RUPP). Being a lecturer in the Bachelor of Education Program, he is also responsible for supervising year 4 teacher trainees during their practicum period. Prior to this, he worked at ACE/IDP for over five years, where besides teaching, he also had the roles of a teacher observer and a level moderator. He holds a Master of Arts in Teaching English to Speakers of Other Languages and a Bachelor of Education in Teaching English as a Foreign Language, graduating with Honors from IFL, RUPP.

SRUN Chantrea has developed interests and skills in teaching English as a foreign language since he was an undergraduate. Since his graduation from the Institute of Foreign Languages in 2018, he has been employed as a teacher of English at the Australian Centre for Education (ACE). Besides teaching at ACE, he also gains more practical and insightful knowledge and skills in teaching English from termly professional development workshops and sharing sessions. Currently, he is also pursuing a Master of Education at the Royal University of Phnom Penh. He has developed interests in the four macro skills, grammar and action research.

SRY Pisey graduated from the Institute of Foreign Languages, RUPP, earning degrees in both Education and International Relations. While pursuing her studies, she actively volunteered in educational events. She also has four years of teaching experience. During her teaching career, she participated in various workshops and tip-sharing sessions at the Australian Centre of Education, where she is currently employed. Her goal is to create comfortable, contemporary, and student-centered classrooms that feature engaging and interactive activities.

STORER Kareem Chris is currently a Lead Teacher at Australian Centre for Education, Toul Kork Campus. He has been working in the education field for over 27 years, working in Egypt, Saudi Arabia, Bahrain and Malaysia. As well as teaching he has been a teacher trainer, centre manager and worked as a project manager. Since arriving in Cambodia in January 2019, Chris has worked with ACE and taught levels from Young Learners to ACE Diploma.

STREFFORD Patrick is Professor of International Relations at Kyoto Sangyo University, where he teaches courses on International Relations, International Development among others. He is the co-author of a book on Myanmar's transition, and of an upcoming book on the New Cold War. This research is supported by a JSPS kaken grant entitled, 'EMI in Japan: A mixed methods, longitudinal study'. The purpose of this study is to discover the impact of EMI classes in Japan on learners' self-efficacy beliefs and classroom engagement. It also seeks to discover how teacher interventions can help to build these factors in their learners.

SUGIURA Jinsei is a student in the Faculty of Education at Soka University, Tokyo, Japan. He aspires to become an expressive educator inspiring others through language and dance. During a year-long dance study abroad in the U.S., he explored practical L2 speaking strategies as a learner. His research investigates short daily audio journal training with 16 L2 learners over 10 days, analyzing speaking fluency(WPM)and speaking confidence. By comparing human and AI feedback, he examines the unique potential of human guidance and also using AI support, aiming to make speaking practice accessible, motivating, and enjoyable.

SUM Sinrafy is a teacher at Australian Center of Education, specializing in teaching the English language. He has contributed to English teaching and teacher development. With extensive teaching experience in education, his career highlights include developing innovative classroom practices and presenting at regional conferences. His professional interests focus on second language acquisition, communicative teaching methods, and educational technology integration. SUM Sinrafy remains committed to supporting innovative practices that enhance student engagement and teacher growth in diverse learning contexts.

SUN Phallin is working as a teacher of English at Australia Centre for Education (ACE) located in Chak Angre campus. Two years ago, she graduated from the department of English in the Institute of foreign language (IFL) of Royal University of Phnom Penh (RUPP) with a bachelor of Education. She used to study a short course called "Teaching English to young learners" delivered by George Mason University from a platform called Online Professional English Network (OPEN Program). In her six years of teaching experience, she actively teaches learners from four different programs with different levels of English proficiency.

SUN Seiha is an English language teacher at the Australia Centre for Education (ACE). He graduated from the Institute of Foreign Languages in 2024 with a degree in Teaching English as a Foreign Language. His professional interests include language pedagogy, classroom management, and the development of effective reading and communication skills. A career highlight for Seiha has been applying innovative teaching strategies that increase student engagement and learning outcomes. He continues to pursue professional growth with a strong commitment to improving teaching practices.

SUN Sythary graduated from the Institute of Foreign Languages in 2016 with a Bachelor of Education, and she completed a one-year Translation and Interpreting certificate in 2017. She joined Australian Centre for Education as a teacher of English at Toul Kork campus in 2018. She loves exploring technology in education, and her other interests include reading, music, and creative writing. Currently, she is pursuing her Master's degree in TESOL at the Institute of Foreign Languages.

SUON Tepy is a Cambodian national who currently serves as a Lead Teacher at the Australian Centre for Education (ACE) in Cambodia. With over 8 years of experience in the field, she has spent a large amount of her tenure teaching English as a foreign language to students from various age groups. Prior to her current role, she obtained her M.A. in Educational Leadership and Management from Nottingham University, U.K. Her areas of interest lie in professional development, school leadership, and educational technology.

TAMBUNAN Anna Riana Suryanti serves as a lecturer at Universitas Negeri Medan. She obtained her doctoral degree (Doctor in English Education) from Universitas Pendidikan Indonesia based in West Java, Indonesia. Her research interests are teaching English as a foreign language, online feedback on writing, textbook analysis, and intercultural communication. She is currently doing study dealing with the task-based teaching and learning. She is also interested in doing textbook analysis, narrative inquiry, and design-based research.

TAN Viriya is an English Language Teacher at ACE IDP in Cambodia. She is passionate about teaching and sharing knowledge with English language learners from diverse backgrounds. Her goal is to create engaging and supportive learning environments that encourage students to develop their skills with confidence. She believes that learning English opens doors to global opportunities, and she is committed to helping learners achieve and foster their personal and academic goals.

TANAKA Kathryn M. (Ph.D.) is an associate professor at the University of Hyogo. Her research interests include literary and cultural studies, CLIL, and human rights education. Her recent publications include "Miyazaki Hayao and Sagawa Osamu (Kim Sangkweon): Storytelling and Hansen's Disease in Contemporary Japan" (Historifans); and "Global Issues in Local Contexts: Japanese University EFL Learners' Reactions to the Development of Relevant and Engaging SDGS Materials" (TESL-EJ), as well as numerous works on Hansen's disease in Japan, among others.

TANG Chikheang graduated with his bachelor degree from the Royal University of Phnom Penh in English Education. Currently, he is a teacher and teacher observer at the Australian Centre for Education (ACE). Besides, he contributes to teacher training for the ACE TESOL Teacher Certification Program as part of the content development team. He has experience developing supplementary materials for the a young learner's coursebook, Time Zones, and supporting teachers as a Level Moderator. Furthermore, he has a strong interest in teacher training, materials development, and inclusive education.

TEAV Sereyvithyea is a teacher of English at ACE. I started working at ACE in April, 2025. Prior to this, I was a teacher at Sovannaphumi School from 2020 to 2021 and Pannasastra University of Cambodia in 2025. At ACE, I am currently a trainee at ACE Tesol Certification Program aiming to improve the foundation skills of English language teaching. At CamTesol, I am hoping use to opportunity to share my knowledge and my research to contribute to the ELT community as much I can.

TEJADA Romeo Jr. is a faculty member of the English Department at Mindanao State University – General Santos. He is a Certified Human Resource Associate and also served as an educator of the Wadhwani Foundation, which offers training in Entrepreneurship to institutions in Southern Mindanao, Philippines. His research interests include critical discourse, cultural studies, and business communication. He is currently pursuing his Master of Arts in English Language Studies at Ateneo de Davao University.

TEP Bunthat is currently an English teacher at the Australian Center for Education. Having taught for ten years, I have gained extensive experience in classroom management, supporting slow learners, and building strong rapport with students to maximize their learning outcomes. I have seen how essential it is to build positive relationships with students to help them feel confident and develop trust, which enables them to achieve the objectives of each session. In this presentation, I would like to share some practical tips that you can apply in your own classrooms.

TEP Kanha is the campus manager at the Australia Cambodia Education Academy (AusCam) in Cambodia. She oversees general operations, conducts professional development workshops for teachers, and recruits and trains new staff. She earned a Master's degree in Education from the Royal University of Phnom Penh in 2022. Passionate about improving teaching and learning, she aims to advance her career in education, focusing on school management, curriculum design, and educational development. Her work reflects a commitment to creating effective, well-managed, and innovative learning environments.

TEP Sosanouk is currently working as an English teacher at the Australian centre for education. Before teaching, she used to work as an assistant translator for a private law firm for two years. During my college years, she worked on a research study related to students' performance which later on led to my interest in the teaching field. So, she is enthusiastic to share my teaching methods and experiences with other new teachers. She is also interested and looking forward to meeting and working with new people from different cultures to share and exchange experiences.

TEP Thayanuth has started working as a teacher of English for Australia Centre for Education (ACE) since the beginning of 2019. In 2018, she graduated with Bachelor of Education from Institute of Foreign Language (IFL), Royal University of Phnom Penh. In the same year, she also achieved a Bachelor Degree of Business and Finance from CamEd Business School. Having taught English for almost 5 years, she has co-presented in the 16th, 17th, 18th and 19th Annual CamTESOL conference.

THAT Menghour has been part of the education field since 2022, and he has currently been working at ACE. In addition to years of teaching experience, he has led numerous learning clubs, particularly arranging students' podcasts, including tip sharing, at his previous workplace. Aside from studying and working, Menghour loves chitchatting with his senior colleagues, and frequently sets classroom scenarios for them to work on. Doing so, he could reflect on his pedagogies and adapt his teaching methodologies in a relaxing way through various perspectives shared by his counterparts.

THAV Kimly is an English teacher with about three years of experience working with young learners. She currently teaches at the Australian Centre for Education in Phnom Penh. Graduating from the Institute of Foreign Languages in 2023 with a Bachelor of Education, Kimly is passionate about student-centered learning. She creates interactive and engaging lessons that encourage communication, collaboration, and curiosity. Her goal is to foster a supportive and inclusive classroom where children feel confident, motivated, and empowered to take ownership of their learning.

THEIN Nan Yadanar, an IGCSE ESL/EFL teacher at Myanmar Polyland Academy and a Cambridge exam trainer at Lancaster Education Centre. With over 10 years of experience teaching primary, secondary, and exam-focused English, I specialise in preparing students for Cambridge and Pearson IGCSE English qualifications. I hold a Certificate IV in TESOL from the Australian TESOL Training Center (ATTC) at Navitas English, Sydney. My MA thesis explored the correlation between the use of cohesive devices and effectiveness in academic argumentative writing. My professional interests include teaching literature, discourse analysis, academic writing, and integrating innovative strategies for multilingual learners.

THOEUN Malena is an English language teacher at ACE in Cambodia, supporting ESL students of various ages and backgrounds. She teaches both young learners and adults, designing lessons that are engaging, interactive, and help students build confidence and improve communication skills. She has successfully used digital tools and game-based learning to increase student participation and motivation, and she enjoys helping teachers adapt activities for different ages and proficiency levels to make learning more meaningful and enjoyable.

THOMAS Varughese is a teacher at the Australian Centre for Education in Phnom Penh. Before teaching in ACE, he taught English and English Literature at several secondary schools in Singapore for 10 years before joining the Singapore International Foundation to be a volunteer teacher at the Royal University of Phnom Penh's English Language Support Unit. He is currently pursuing his MA in English Language Teaching. His main interests are e-learning and teaching English through literature.

THOMPSON Andrew is a university lecturer and English language teaching (ELT) professional based in Kyushu, Japan. He is currently a lecturer and researcher at Fukuoka Women's University in Fukuoka. He has an MA in Applied Linguistics from Monash University and a BA in Communications and Sociology from Griffith University, Australia. His academic experience includes AI-generated content, blending learning, computer assisted language learning (CALL), materials design, program development, and student engagement. His current research focus is investigating student learning experiences, interests, and preferences related to blended learning.

THORNG Leakena completed her bachelor degree in Teaching English as Foreign Language (TEFL) from Institute of Foreign Languages (IFL, RUPP) in 2022. Currently, she is a full-time English teacher at Australian Centre of Education (ACE). With more than two years of teaching experience, she has taught a wide range of different groups of students. She is very passionate about teaching young learners and adults. She is also willing to learn something new and improve her skills.

THY Lynin has been an English teacher with 8 years of experience in the field, and is now a deputy manager of an international school. With a passion for education, he has dedicated himself to shaping the minds of his students. Lynin's expertise extends to various age groups, from young learners to adults. His trendy and engaging teaching style fosters a positive learning environment, ensuring that students develop strong language skills while gaining confidence. With a commitment to professional growth and a deep understanding of language acquisition, Lynin devotes to continue to, physically and technologically, inspire and empower his students.

THY Sinet is a teacher of English at ACE. She has three years of teaching experience, working with learners of different levels and backgrounds. Throughout her career, she has developed strong expertise in creating interactive lessons that promote student engagement and confidence. Her professional interests include communicative

teaching methods, classroom management strategies, and the integration of creative activities to support language learning. She is passionate about helping students achieve their goals and fostering a positive and supportive classroom environment.

TOCH Mayareaksmeay began her teaching journey in 2017 and has since gained extensive experience working with students from diverse backgrounds and age groups, helping them build the skills and confidence needed for academic and professional success. Currently, she is an English teacher at the Australian Centre for Education (ACE). Mayareaksmeay believes that learning English opens doors to greater opportunities, and she is passionate about creating an engaging, supportive, and student-centered learning environment where all learners can thrive. She earned her Bachelor of Education in English from the Institute of Foreign Languages (IFL) in 2018.

TOEK Bunvat is working as a teacher of English at Australia Centre for Education. He likes his classes to be proactive. Therefore, the use of technology is practiced in his classes. It helps students to activate their ways of learning easily and engagingly. He used to work for an organization, called CDL, which offered scholarships to thousands of Cambodian students across the country to study English online for free. This experience vastly expanded his knowledge about technology and helped him to make use of a lot of online resources to be integrated in his class activities.

TOEK Rachanarath is an English teacher at ACE, Toul Kork Campus, Phnom Penh. After earning his B.Ed from IFL in 2024, he has taught both physical and virtual classes, focusing on technology-enhanced learning and positive classroom environments. He mentors students in project planning, contributes to curriculum development, and collaborates with colleagues and parents to support student success. Recently, he joined the Year-12 CSR initiative, preparing 2,000 students from 621 schools for national exams. His teaching emphasizes respect, cooperation, and active communication.

TOUCH Chanmonyroath is working as a Teacher of English as a Second language at the Australian Center of Education (ACE/IDP Education). He completed his Bachelor of Arts in English Teaching and Education (TEFL) from the Institute of Foreign Languages and graduated in 2022. With over two years of teaching experience, he has gained a great deal of skills in the field of education. He has taught people of different age groups, from young to adult learners.

TOUCH Sophaneth, born May 25, 1988, in Kandal, Cambodia, is a passionate English educator with over 8 years of experience. He has taught in language schools and at Sala Bai Hotel School in Siem Reap, specializing in communicative teaching and tech-integrated ESL instruction. He holds a Bachelor's in TEFL from the University of Southeast Asia and has completed various professional development programs. Sophaneth is committed to making English learning enjoyable and accessible. Looking ahead, he plans to pursue training in special education to better support diverse learners and contribute to inclusive school programs, continuing his impactful journey in education.

TRAN Luan is currently an IELTS trainer and research & development specialist at Xpert English Center. He earned a Bachelor's Degree in TESOL from Ho Chi Minh City University of Technology and Education, Vietnam. His main tasks are to teach test preparation courses and compile learning materials. Besides, he is responsible for training volunteer teachers to teach students with disabilities. His research interests include but are not limited to teaching methodology, applied linguistics, materials development, and special education. He presented his research at VietTESOL International Convention.

TRAN Quoc Khai, an EFL teacher in Can Tho City, earned his B.A. and M.Ed. in TEFL degrees from Can Tho University, Vietnam. He has developed an over-650-GB corpus of videos extracted from TV series/movies for teaching and researching purposes. His research interests are movie-based language pedagogy, informal digital learning of English (extensive viewing/listening), vocabulary learning and teaching, interest-driven non-formal

professional development activities, and qualitative research methodologies. His Master's research project is an analytical autoethnography of his self-experiences in integrating English-speaking cultures into movie-based English language lessons. He is a reviewer for VietTESOL International Convention.

TUM Thida is currently an English language teacher at the Australian Centre for Education (ACE), where she has been actively involved in promoting effective teaching practices. With several years of experience in English language instruction, she has contributed to initiatives aimed at enhancing learner outcomes and supporting peer development. Her professional interests include teacher training, ELT methodology, and language assessment. Thida is passionate about learner-centered approaches and continually seeks innovative, research-based strategies to engage students and improve the quality of English language education.

TUNG Sereivuth graduated from the Institute of Foreign Languages with a Bachelor of Education degree in 2023. He began teaching English as a Second Language even before completing his studies and is currently an ESL teacher at the Australian Centre for Education in Phnom Penh. He prefers using Communicative Language Teaching methods, which have proven effective in his classroom, particularly with adolescent and adult learners. Passionate about creating engaging and student-centered lessons, he integrates digital tools and interactive activities to enhance learning outcomes. His professional interests include educational technology, classroom management, and fostering learner autonomy in language acquisition.

TUY Kunthea is a teacher of English at Australian Centre for Education. She has over 8 years of experiences in teaching English to students ranging from children to adults. Besides teaching, she also involved in teaching material development in various programs and is also a teacher observer. In terms of professional interests, she is particularly interested in getting students learn and having fun time in class because that's what makes them want to come to school.

UCHIDA Hiroki started his teaching career at a Japanese high school in 1989. He taught students on various proficiency levels for nine years and stepped into his new field of teacher training. He teaches at Akita International University and is the dean and director of the graduate school, as well as the head of the English Teaching Practices Program at the Graduate School of Global Communication and Language. The author of *Spinning Words from Affixes* (Kawai Publishing), which has been translated and available in Taiwanese.

UCHIDA Masaichi is currently an associate professor of English and English education in the Department of Global Early Childhood Education, School of Early Childhood Education and Care at Ohkagakuen University, Aichi, Japan. He is teaching English, English Linguistics and First Language Acquisition, Second Language Acquisition, and English teaching methods for teacher training courses. His research interests include teaching English for junior and high school students in Japan, English for specific purposes, Functional and Cognitive Linguistics.

UMEHARA Hiroaki is an Assistant Professor at Juntendo University, Japan, where he teaches English and coordinates academic English programs. His professional interests include CLIL-based curriculum design, programmatic assessment, and vocabulary instruction in higher education. He has been part of curriculum reform projects in university CLIL courses and has developed a wide range of vocabulary learning materials to support university students' academic success. He is particularly interested in instructional design and applies this perspective to curriculum reform and course development. Through his involvement in a non-profit organization, he also creates opportunities for students to connect university learning with real-world community engagement.

UNG Sivhour is currently a teacher of English at Australian Centre for Education. She obtained Bachelor of Education in English at Institute of Foreign Languages in Cambodia. Sivhour is passionate about teaching, and she has been in this teaching career for more than five years in various schools in Cambodia. Outside her teaching sessions, she used to be a mentor, a trainer, and facilitator in school competitions for English programs. Moreover, she was assigned to work on a project related to Child Safeguarding Policies. Presently, she is also an observer who supports teachers with lesson preparation and provides constructive feedback.

VAT Thanith is a Lead Teacher at Australian Centre for Education (ACE) Chak Angre campus. He has involved in ELT for ten years. He has presented at local and international conferences. He completed his International Diploma in Language Teaching Management (IDLTM) certified by the University of Queensland College in 2024. He studied a Master Exchange program of English Linguistics and Literature at Ghent University, Belgium, in 2015 and graduated with a Bachelor degree of Education in TEFL at Institute of Foreign Languages (IFL), RUPP in 2014. Currently, he is pursuing a Master of Education in educational leadership and management.

VENG Chanthly is a 2024 Australia Award Alumnus and university teacher, currently teaching at the postgraduate level at the National University of Battambang (NUBB) in Battambang Province. She earned two Master's Degrees in Education: a Master of Education in Digital Learning and Mentoring from Monash University, Australia and NIE, Phnom Penh. With her nine years of teaching and mentoring experience, she has a strong desire to empower educators and promote sustainable and effective technology use in educational institutions. She believes that technology could potentially empower teachers, positioning technology not as a replacement, but as a partner in effective teaching.

VERWEY Irene is an Educator at Australia Cambodia Education Academy with more than eight years of professional teaching experience. She holds a National Diploma in teaching children with learning disabilities and spent six years at a Learning Disability Centre in South Africa before relocating to Cambodia, where she has taught for the past 2.5 years. Her expertise includes the development and implementation of tailored educational strategies that support students' academic progress, social integration, and emotional well-being.

VET Menghuor is an English teacher at the Australian Centre for Education, which is known as ACE. He has been working in the English Language Teaching (ELT) field for over 8 years, and he has been teaching at ACE since 2022. He has noticed that most ESL/EFL learners find reading skills quite challenging. His goal is to help the ESL and EFL learners to build their reading comprehension confidently in both intensive and extensive reading.

VIYA Ris is a teacher at the Australian Center of Education (ACE). He graduated from the Institute of Foreign Languages with his research paper being in the top 10 among over 130 research papers during his junior year. He has been a teacher for over three years. He is currently pursuing his master's degree at IFL. Along with his career as an educator, he is also a Khmer novelist who prioritizes education greatly in his art. He is keen on researching about students' struggles, motivation, and most importantly, class participation.

VO Lam is a PTE Trainer qualified by Pearson, Vietnam. She has several years of experience in teaching English as a Foreign Language and preparing learners for international proficiency tests. Her research focuses on second language acquisition, curriculum innovation, and language assessment with a particular emphasis on IELTS and PTE Academic. She has contributed to national teacher-training workshops and academic forums, and her current project investigates the transition from IELTS to PTE Speaking to better inform curriculum development and test preparation practices.

VONG Nginchheang is an English Language Teacher at the Australian Centre for Education (ACE). A graduate of the Institute of Foreign Languages, he has taught diverse learners across multiple institutions. His expertise spans curriculum development, assessment, and delivering instruction for both Young Learner and General English programs. His current professional focus is on integrating artificial intelligence into language teaching to enhance efficiency. He looks forward to presenting his work on using Gemini to reduce administrative tasks at the 2026 CamTESOL Conference.

VONG Sonita is a teacher at the Australian Centre of Education, a leading provider of English Language Teaching (ELT) in Cambodia. Her dual Bachelor's degrees in Education and International Relations have provided her with a well-rounded education and a strong foundation for a career in education. She is a lifelong learner and passionate educator who dedicates her career to helping students unlock their full potential and achieve their dreams through engaging and interactive lesson plans that foster critical thinking, creativity, and collaboration.

VORN Vandanuy is an English teacher at the Australian Centre for Education (ACE), Toul Kork Campus. She began her teaching career in her third year of university and has since continued to teach in the General English Program (GEP) for EFL learners. Danuy holds a B.Ed (Hons) in Teaching English as a Foreign Language from the Institute of Foreign Languages, Royal University of Phnom Penh. Her academic interests include English language pedagogy and research methodology. Currently, she is conducting a project on the necessity of adopting Instruction Checking Questions (ICQs) to enhance students' understanding and performance in classroom activities.

VY Rawit is an English language educator and academic professional committed to effective teaching, curriculum quality, and institutional development. He began his teaching career in 2019 and served as an English lecturer at the University of Puthisastra from 2023 to January 2025. Currently, he is the IQA Coordinator in the Internal Quality Assurance Unit at the same university. Rawit holds a Bachelor of Laws and a Bachelor of Education in English and is pursuing a Master of Arts in TESOL. He is passionate about promoting learner-centered instruction, enhancing teaching standards, and supporting quality education in higher education.

WADDEN Paul, Ph.D., is a special-projects professor in the Faculty of International Liberal Arts at Juntendo University, Tokyo, where he co-coordinates the first-year English program for 250 students. His articles have appeared in TESOL Quarterly, ELT Journal, RELC Journal, Composition Studies, College Literature, and many other publications. He is the editor of *A Handbook for Teaching English at Japanese Colleges and Universities* (Oxford, 1993) and *Teaching English at Japanese Universities: A New Handbook* (Routledge, 2019).

WAHEED Zainab is a speaker and guide in mental and energetic mastery based in Phnom Penh. With over a decade of experience in education, she has taught English and personal development while weaving emotional intelligence, nervous system awareness, and self-leadership into learning spaces. With a background in entrepreneurial training, shamanic mentorship, and energy work, she bridges the practical and the subtle — supporting individuals to build inner stability, clarity, and resilience during times of change. Her work centers on helping people hold their power with presence, regulate through transition, and move forward without collapsing, numbing, or burning out.

WAITES Carol (PhD, MA, MEd Admin, Cambridge TESOL qualifications) (English Teachers Association Switzerland (ETAS) Publications Chair) has taught English and writing skills in Switzerland, Australia and Spain. She is a qualified proofreader and editor. She edits and proofreads the ETAS Journal. She has written her memoirs of her time as an English language teacher and writing instructor at the United Nations. She has a consultancy company and has recently taught English to masters students at Swiss universities, human rights lawyers, World Health Organization staff members globally. She is also compiling writing manuals and shares weekly writing tips online.

WALENTA Magdalena is an Assistant Professor at the University of Warsaw and founder/coordinator of the English-Medium Education Research Group for Excellence (EMERGE). She holds a PhD in linguistics and an MA in architecture. She has over 15 years' experience teaching EAP/ESP/CLIL courses and EMI methodology to university students and teacher trainees. Her research focuses on EMI, CLIL, language processing, and corpus-informed pedagogy. She has published with Springer and in journals such as *Journal of English for Academic Purposes* and *International Journal of Bilingual Education and Bilingualism*. She has led international projects, including FEED_ACT, and is an active member of ICLHE.

WANG Marian is associate professor at Konan University in Japan. She has worked for international organizations such as Catholic Relief Services, Oxfam America, the World Trade Organization, and UNICEF. She holds an Ed.D. from the University of Liverpool, an M.A. in TESOL from the Monterey Institute of International Studies, an M.A. in Law and Diplomacy from the Fletcher School at Tufts University, and a Certificate in International Studies in Economics and Politics from the Graduate Institute of International Studies in Geneva, Switzerland. Her research focuses on fostering global citizens and World Englishes.

WARING Rob is Emeritus Professor at Notre Dame Seishin University in Okayama, Japan and Visiting Professor at Thammasat University, Thailand. He is a world-renowned expert in extensive reading and vocabulary acquisition and has published over 80 articles in various journals and publications and has given hundreds of lectures, plenaries and featured speaker presentations in 37 countries. He is an Executive Board member of the not-for profit Extensive Reading Foundation responsible for the promotion of good extensive reading practice globally. He has recently published *Teaching Extensive Reading in Another Language* with Paul Nation.

WARRINGTON Stuart, Ed.D. (University of Exeter), is a professor in the Department of British and American Studies and the Head of the Self-Access Center (SAC) Committee in the Faculty of International Studies at Nagoya University of Commerce and Business. He is responsible for training staff and faculty in language learning advising and is in charge of the self-access programme and its implementation with university learners. His research interests include ecological language learning, language learning advising, the professionalism of language learning advisors, language learning spaces, and learners' willingness to communicate (WTC) in English.

WATKINS Jon has been teaching English at Japanese universities since he moved to Japan from Colorado, more than 18 years ago. Currently, he is the Program Sub-Coordinator of the Intensive English Program at Kwansei Gakuin University's Language Center. The Language Center focuses on the language education needs of students from a variety of different departments across the university. Jon's research interests generally relate to administration and motivation, but he often also focuses on technological innovation in language learning contexts.

WHIDDON Jake has been working in the Asia language teaching market since 2004. He has worked for EF (China) as National Academic Manager, Macmillan Education as Asia Trainer, and as a Trinity College London TESOL course director. Jake has spoken at conferences and trained teachers in China, Japan, Thailand, Malaysia, Cambodia, and Myanmar. He holds a DipTESOL, an IDLTM from the University of Queensland, and completed his MA dissertation on Game-Based Language Learning apps for young learners. He is currently Head of Learning at Studycat & Head of Education at the WAH Foundation, Cambodia.

WILWOHL Joshua is an assistant professor at the American University of Phnom Penh. His teaching and research blend art, language, and technology to explore how design enacts identities—currently among English-speaking Cambodian youth. His work in the US, UK, and Cambodia includes a patented navigation system that customizes routes to enhance people's driving experiences. Wilwohl is a doctoral student, specializing in English pedagogy, with a BA, MPA, MA, and PgDip. He is also a Fellow of the Higher Education Academy (FHEA) in the UK.

WIN Moe Moe is a Cambridge CELTA- and DELTA-qualified English teacher and the founder and academic director of Milestone of Excellence Language Academy, a British Council Platinum Partner. She runs one of Myanmar's leading IELTS centres, with the country's highest number of high achievers—637 scoring Band 7+—and her team has trained over 50,000 learners nationwide. Her interests include youth empowerment, teacher CPD, and effective methods that foster a love of learning and a growth mindset.

WONG SU CHU Alice is a senior lecturer at the Academy of Language Studies, Universiti Teknologi MARA (UiTM), Sabah Campus. She earned her PhD in Education from the University of Canterbury, New Zealand, in 2013. Her research focuses on vocabulary acquisition, L2 writing performance, and reading behaviour in ESL contexts. Her current projects examine critical reading in academic writing, AI-assisted writing in higher education, and scaffolded group discussion to improve speaking proficiency among Chinese learners of English.

YAMAUCHI Katsuhiko is an assistant professor working at Hiroshima University, Japan. After graduation, he worked as an English teacher at a private high school in Fukuoka and instructed English for demotivated students with low proficiency levels. After changing career to a university, he has been engaged with English as a general education mainly for freshman in university. His research interests include extensive reading and vocabulary learning. He has been interested in extensive reading activities, particularly Bibliobattle.

YAMAUCHI Yutaka is Professor of Applied Linguistics and TESOL in the Faculty of Education at Soka University, Tokyo, Japan. His research interests include psycholinguistics and educational technology, with a particular focus on the application of generative AI in foreign language education. He has conducted empirical studies on auditory working memory, developing an automatic evaluation system for L2 simultaneous oral reproduction tasks, and exploring differences between human and AI evaluations of L2 oral and written tasks. He can be contacted at yutaka@soka.ac.jp.

YANAGAWA Kozo is an associate professor of Hosei University in Tokyo. His research interests include second language listening, language testing, task-based language teaching, and Content and Language Integrated Learning (CLIL). His paper appears in international journals such as *Language Awareness*(LA), *System*, and *IRAL* (*International Review of Applied Linguistics in Language Teaching*). He is a member of editorial board of *Japanese Journal for Research on Testing*, and Editor in Chief of *JLTA* (The Japan Language Testing Association) Journal. He has received Ph.D. in 2012 from University of Bedfordshire, CRELLA (Centre for Research in English Language Learning and Assessment) in U.K.

YARIN Yuri is a language lecturer at Xi'an Jiaotong Liverpool University (XJTLU) in Suzhou, China. Over the last 15 years, Yuri has taught General and Academic English in Spain and in Canada. Yuri's interest lies in the intersection of sound pedagogy and utilization of technology. Yuri is currently the principal investigator on a teaching development project funded by XJTLU focusing on how teachers use evaluative judgment to assert their values when creating teaching materials with the help of generative AI.

YE Sokunthy has been teaching English for almost 10 years. Being a teacher of English is quite a challenge for me. However, seeing the outcome after putting a lot of effort encourages me to keep going and exploring deeper to enhance my teaching methodology. I participated in CamTESOL as an attendee before. It is a great honor to be able to be a presenter this year. It will be a great chance to share what I have experience in my own classrooms with the other educators at the conference.

YEANG Vun is an English teacher at the Australia Centre for Education, where he delivers engaging lessons and supports student learning. He holds a Bachelor of Education in Teaching English as a Foreign Language (TEFL) from the Institute of Foreign Languages (IFL). Vun has a strong interest in educational innovation and has conducted research on *EFL Students' Experiences in Extensive Reading: A Study at a Prestigious Language Institution in Cambodia*. His current focus is on exploring effective techniques for teaching vocabulary to elementary learners, with the goal of enhancing both engagement and learning outcomes.

YOSHIMURA Kyoka completed her undergraduate studies in English education for secondary schools at Miyagi University of Education in March 2025. Driven by a strong desire to further her expertise in English education, she is currently pursuing the graduate program at Akita International University. She is also participating in the three-day Intensive English Program for secondary school students. She is scheduled to begin teaching at a secondary school in Miyagi, Japan, after completing her graduate studies.

YOSHIMURA Masahiro is an Associate Professor in the Department of Agriculture at Ryukoku University in Japan. His research interests cover English drama and English education (e.g. project-based learning, cooperative learning, film-making activities in English). His major publications include "Dynamic Changes and Individual Differences in Learners' Perceptions of Cooperative Learning During a Project Activity (*RELC Journal* 54, 2023)", "How Does an Assigned Leader Affect Group Work Dynamics and Students' Motivation in Online Settings? (*ARELE* 34, 2023)", and "Visualising Touch: Hand Imagery in Zeffirelli's and Luhrmann's Film Adaptations of *Romeo and Juliet* (Shakespeare, 2025)".

YOWELL Michael is a Lecturer of English at Al Faisal University in Riyadh, Saudi Arabia. Over his extended career, Mr. Yowell has been employed in Universities in the United States, Thailand, and Qatar and has worked for private companies like Proctor and Gamble, Nissan, and Northrup Grumman in South Korea and Algeria as curriculum

developer, lead teacher, program coordinator, and classroom instructor. 2023 marks Mr. Yowell's 30th consecutive year in the field of English language teaching.

YUN Noy, a Buddhist monk from a farming family, has moved from Koh Kong to relocate to the city for the purpose of pursuing his studies. Currently, he is a student at Pannasastra University of Cambodia, majoring in English for Business Communication. With a 3.55 GPA. I share "Help ME To Be ME," which explores topics vital to today's youth, including peer dynamics, digital identity, and purpose through creative expression and activism. Currently, I am staying at Chak Angrea Kroam pagoda in Phnom Penh.

YUN Sophy is a committed ESL educator with more than a decade of experience and currently teaches at the Australian Centre for Education (ACE) in Phnom Penh. Awarded a full scholarship and graduating with honors, he has advanced into leadership roles such as Academic Officer, Coordinator, and Principal. He is now pursuing a Master's in Business Management to strengthen his expertise in leadership and innovation. Passionate about student-centered learning, Sophy's professional interests include blended learning, teacher development, curriculum design, and the use of technology to reduce teacher workload and enhance classroom engagement.

YUN Sreyneath is currently a teacher of English at the Australian Centre for Education (ACE), where she teaches young learners under 15. She holds a Bachelor of Education in Teaching English as a Foreign Language (B.Ed-TEFL) from the Institute of Foreign Languages, Royal University of Phnom Penh. Previously, she worked at Westline School as a full-time young learners teacher and a part-time instructor in the Adult English Program. Her professional interests include teaching young learners, particularly developing their vocabulary through task-based language teaching (TBLT).

ZAITUN Zaitun is an English lecturer at Faculty of Education, Universitas Muhammadiyah Jakarta, Indonesia. She has been teaching English for about 25 years and at this university, she teaches speaking skill and research methodology for pre-service teachers. She publishes many articles mostly in accredited national journal. Her research interests are English skills, research methodology and English for specific purposes. She keeps on developing her professionalism as lecturer and one of them by taking apart as presenter in several conferences and seminars, both nationally and internationally.

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The 22nd Annual CamTESOL Conference is organised by representatives from a wide variety of institutions. We wish to thank all those on the committees as listed below (alphabetically by employer).

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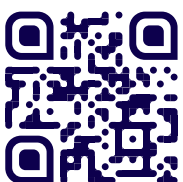
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