ABSTRACTS

**Teaching Vocabulary in Kindergarten by Cho Thet Win**

The average vocabulary of an English-speaking adult is said to be 20,000 or more words. Even a five-year-old is said to recognize some 10,000 – 15,000 words. We can suppose that if the learner’s ultimate aim is to understand English in a variety of situations, he will need a receptive vocabulary of at least 10,000, perhaps 20,000 words. School courses average around 100 hours teaching per year and few teachers teach more than 10 new words per lesson, certainly on average. So it will take a minimum of 10 to 20 years to reach the desired level.

In the face of a course, well motivated students reach this level by reading extensively out of class. Less well motivated students never reach such a level. The point for the teacher is that selection is important if a useful vocabulary is to be built up quickly. English is the most widely used language in international events. Many countries use English in their affairs, such as business, politics, education, science and technology, that is why, English becomes a very important language. It takes a big role in many affairs. Due to the important role of English in all affairs, English is taught and learnt in non-English speaking countries like our Cambodia. To teach vocabulary in kindergarten or elementary school, especially for children, is not easy. Teaching children is different from teaching adults. We must have extra power to teach them, because the children have certain characteristics and need a certain treatment. So we must give the basic vocabulary to them to make them understood English.

**Effective Strategies for Teaching Vocabulary by Jonathan R. Stott**

Students’ vocabulary size when in lower grades is a strong predictor for future academic success. Vocabulary is the key to communication. When reaffirming vocabulary, it is better for students to try to recall the appropriate word than for you to provide it. This technique encourages critical thinking. Unlike definition and word repetition, vocabulary elicitation keeps the students engaged and more importantly interested. This turns a boring vocabulary lesson into a game of sorts. Miming is a common method of eliciting vocabulary. It is a lot like Charades and it requires much more effort on your students’ part than you completing the sentence for them. Eliciting synonyms will help students recall words that they use less frequently. Another way of eliciting certain types of vocabulary is to give the opposite word of the word you are searching for. Using Antonyms is a very basic technique, but it’s often underestimated because of its simplicity. This is also true for drawings. Regardless of the teachers’ artistic ability, drawing even a rudimentary example can be very stimulating for the students. Having a visual aid helps with memorization of the word. Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

**Teaching Vocabulary by Sor Bunthao**

Vocabulary can be found in both the productive skills of speaking and writing and the receptive skills of listening and reading. In other words, vocabulary is of great value for comprehension due to the fact that any type of interaction, whether or not face to face, cannot at all be accomplished with the absence of the knowledge of vocabulary. Therefore, in a name of an English teacher, I want to advocate the importance of teaching vocabulary.
Basically, there are two types of vocabulary teaching – intensive and extensive vocabulary teaching – which refers to direct and indirect teaching respectively. It is the former that takes place inside the classroom and nowhere else. In this very regard, what have to be put forward are explicit explanation and multiple opportunities for students to practise as well as to encounter with the language they have learnt. On the other hand, the latter occurs everywhere but inside the classroom. Here, roles have to be played not by the teacher but school. Teachers have to encourage the students to pick up extensive listening and reading for the real recipe for increasing vocabulary size. Of course, there are a number of ways that teachers can undertake to accomplish this task such as recommending sources or telling the students where they should go for reading and listening, giving them the reasons why they have to do what they do, etc. just to name a few. Likewise, the school has to ensure that the students have access to the library twenty four seven, and the library itself should have every single one of material available for students.

No matter what types of vocabulary teaching are, learning and teaching vocabulary should be introduced in system so as to make it easier for students to store, recall and use.

**How to Elicit Vocabulary by Lay Senghor**

The presentation skills basically refer to the ability to communicate in an effective way whether in small or large groups, so the topic is very important to be considered before doing the presentation. To me, I have chosen an interesting topic. It is about tips to elicit vocabularies. I surely believe that it has several important ways. First, it is going to tell us the reason why it is important and it also indicates the different ways or tips of eliciting the new vocabularies to the audiences. For instance, the topic will indicate the importance of eliciting vocabularies such as requiring the student’s participation throughout your lesson, keep the students engaged, reduce your overall talking time and to give them more practice opportunities. Second, the topic is going to reveal the procedure of eliciting vocabularies such as Miming, Drawing, Lists, Synonyms, Antonyms and Hint which are the important tips to help students remember new vocabularies and it is good for teachers to save time and it helps us achieve the goal during teaching. Moreover, these tips are going to make our classroom environment interesting and it is going to build up the relationship between students and teachers. Finally, I do believe that this topic is going to help both experienced and inexperienced teachers to succeed in teaching.

**Learn Difficult Vocabulary to Young Learners by ZinZin Thient**

**Objective:** to bring up a child in all its various dimensions. As you all know, childhood is the most impressionable age. It (Childhood) has the ingredients of a soft clay which can be moulded in any way. At this point, it should be the duty of us to lead them with the best possible teaching technique in various subjects, to create the favorable atmosphere which would draw out the special talents, the particular inclinations and tendencies of a child and magnify these to their fullest extent.

This presentation gives lots of advice and ideas on how they can learn new words. When they’re learning a new word it’s really important to keep learning new words to improve their vocabulary. The important factors are:

- Make sure students see the new word.
- Pronounce the new word or how to spell it.
- Ask students to repeat the new word.
- Don’t forget to use the vocabulary exercise.
- Reads and listening to as much English as possible will help to improve vocabulary.

In conclusion, I would like to say that…..when we practice with students the new vocabulary, we need to try and use new words. Vocabulary games and listening to as much English as possible will help to improve their vocabulary.
The Effective Ways of Teaching Vocabulary by Tong Narey, Horn Sokhom & Vanlalhruaii

This presentation is about the teaching of vocabulary in an effective, useful and interesting ways. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Teaching vocabulary helps students understand and communicate with others in English. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. The more they know the words; they can read and listen well. And also they can speak confidently and write meaningfully. However, learning vocabulary can be a little bit boring because they have to deal with new word. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques. We might know different techniques to teach vocabulary, so, we are going learn about the techniques that we don’t usually use but effective. We can also make the technique in a useful and interesting way for the student to learn vocabulary. The techniques that we can use are: Sparkle, Spelling Bulls-eye, Word Ladder, Antonyms and Synonyms and Dramatization. Through Sparkle and Spelling Bulls-eye the students can learn the spelling in a fun way. Likewise, through Word Ladder, Antonyms and Synonyms and Dramatization the student can learn the meaning. Dramatization can be useful for kindergarten and young learner students because teachers can explain the meaning through action.

Helping Students Remember New Words by Kathy Pintano

Many students will study a list of vocabulary words and forget most of them after a few days or a few weeks. Why does this happen? The most common reason is that students studied too many words, too fast, and without sufficient context to anchor the word to their long-term memory. Indeed, it is important to implement tips to memorize English. One of the most important factors for successful long term memorization of a vocabulary word is how many times you “encounter” that word.

Generally, the more you encounter a word, the more likely you will remember that word in the future and it will become part of your long-term memory. Students who write out a vocabulary words multiple times in a row may do a good job at memorizing the word in the short term, but not the long term, because this is not a true and natural encounter of the word. In other words, the students are mindlessly repeating the word instead of genuinely retrieving that word from their memory.

In this presentation, the main concern is “Helping the students to remember new words”. In this topic, I will focus more on some technique that will help the students to remember new words. The three main techniques that I’m going to discuss are 1) using memorizing games and activities; 2) review games; 3) learning with friends. And also part of the discussion is pointing out how the teachers can facilitate each technique.

Skill Teaching

Reading Skill Teaching Methods by Prak Mang Lyhour

Reading skill is a very important skill of all the four skills, so it is very essential to know the correct methods to teach student regarding this skill. This presentation aims to equip teachers with techniques in order to help students of beginner level cope with reading comprehension and reading performance. There are mainly four objectives of this 20 minute talk. By the end of this presentation, teachers, first of all, will know how to improve students’ reading performance through the use of simple guidelines provided. Secondly, teachers will know how to enhance students’ comprehension by the use of the correct teaching techniques. Third, teachers will know how to choose the right reading materials for their students who are at beginner levels. Plus, teachers will receive some
important and useful reading sources. Last but not least, teachers will be provided with tips on how to encourage their students to read willingly.

**Teaching Reading Comprehension by Ret Saray**

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn’t learn the reading basics early is unlikely to learn them at all. Any child who doesn’t learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life. Likewise, in a name of an English teacher, I would recommend that you all should prioritize teaching reading to other skills.

Typically, teaching reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Students basically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Therefore, being a teacher of English language, every teacher should find out the keys to making the students learn motivationally and efficiently. There are many ways that teachers can undertake to accomplish this task such as recommending sources or telling the students where they should go for reading, guiding them the ways to read effectively and fast, and teaching them straight to the point – reading comprehension, of course. Equally important, the teachers themselves should be able to cover the area of teaching reading comprehension with variety of techniques and activities.

Briefly stated, no matter how short or long a reading text you are going to teach is, you should carefully determine what your purposes of teaching are, who you are going to teach, and why they have to read it. Every single of teaching reading should be done with at least a purpose.

**Teaching Listening by Tes Sokchea**

Listening is one skill which not many students are interested as the listening skill requires students to pay close attention and there are some difficulties which make students confuse. Therefore, teaching listening requires professional teacher or teacher with high emotional intelligent to inspire student to learn and get students involved in the lesson. However, there are some tips to help teachers teach listening effectively:

Listening difficulty is one of what teachers have to know when teaching listening. Without knowing the difficulty, teachers will bring their students into that. For example, teachers may play interview on economics or on daily life with colloquial vocabulary while the students in level 2. Guideline for teaching listening is one of the essential elements which help teachers to determine are the right thing to teach—selecting level of difficulty in listening fitting students’ ability, making student think, giving students reasons for listening …etc.

Knowing what to do before, while and after the listening section is the most important tips teachers must do. Without this, teachers will guide students in wrong direction and make students learn less. Students learn nothing if they don’t know what to study. No matter how long/short teachers have taught is not important for teaching listening skill effectively and fruitfully. The importance is understanding the difficulties in listening, knowing guidelines for teaching listening, and what to do in pre-listening, while listening and post listening and take all of these into actions.

**Teaching Speaking by Peng Bunheang**

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and
success later in every phase of life. Therefore, it is essential that language teachers’ pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. The objective of this teaching speaks purpose of learning speaking, two main factors affect the improvement of speaking ability, characteristics of spoken language, principles for designing speaking activities, group work in speaking activities, common types of speaking activities, etc. It is the best thing to keep the teacher's talk at a minimum level while designing maximize speaking activities to students. However, students should not be forced to speak when they are not ready yet. The finally yet importantly, teacher should think of more creative ways to give the students as much time to practice speaking as possible.

Using Photo Storytelling to Enhance to Students’ Speaking by Tum Tola

This latest product of technology, Photo Story3 for Window, recently interests plenty of users, especially teachers and students. This technology totally brings humor, entrainment, and cheerfulness to the consumers and the spectators. In the context of language teaching classroom, it occasionally seems a bit boring when the teacher starts talking about the classroom rule at the beginning of the first meeting after the term break; meanwhile, some students will probably payless attention to what the teacher talks explaining about it. It is one of the reasons why this designated topic plays an important role for teachers to draw students’ attention to the classroom regulation; therefore. To students, they will also be able to utilize the new way of language speaking skills through this technology technique. As noticed, Students are allowed to choose whatever pictures on which they look mastery. Then they can type in some relevant information they would prefer to remark. Afterwards, they can record their own presentation with the selected pictures along with a remarkable music or they can create one by themselves. Lastly, they can preview or do the final edition on the made project to meet their interest. At the end, they surely have a fascinating completed project with joyfulness.

How to use picture in the reading (Picture Interpretation) by Seang Rathana

In general, there are many ways and different styles of learning reading. However, every technique has its benefits. Therefore, I choose one topic which is called Picture Interpretation to describe. So what is Picture Interpretation? Picture Interpretation refers to the technique which uses the picture to describe the whole reading. The process involves eliciting and questioning the learners through the picture? You can ask the learners to see the picture and questions them? For example, “What can they see in the picture? And so on.” In addition, sometimes it needs some clues and explanations from the Instructor in using this technique.

This technique will help the learners a lot. First, the picture has already interpreted the whole reading; therefore, the learners will probably spend a few more minutes scan through the text in order to understand the text well. Second, it saves time and motivates the learners into the reading. Last but not less, I hope this technique will help the learners in their learning process in some cases.

Good Characteristics of CLT by Phal Sotheara

The ever-growing need for good communication skills in English has created a huge demand for English teaching and learning around the world. The worldwide demand for English has created an enormous demand for quality language teaching and language learning. Books involving the teaching methodology are probably found guiding various teaching approaches. Among of those approaches, Communicative Language Teaching (CLT) is remarkable. Stemming from the socio-cognitive perspective of the socio-linguistic theory, Communicative Language Teaching (CLT) approach has developed learners’ communicative competence. This approach is based on the student-centered method which is the advantageous techniques for teaching English at the modern time. The good characteristics of CLT are based on teacher roles, student roles, and classroom activities. In CLT, teacher works as a facilitator
and a guide, not an all-knowing front of knowledge. The teacher is an empathetic “coach” who values the students’ linguistic development. Students are encouraged to construct meaning through genuine linguistic interaction with other students and with the teacher. Moreover, the roles of students in CLT class are active participants in their own learning process. The activities which are very popular in CLT such as role play, interviews, information gap, games, language exchanges, jigsaw activities, class surveys, pair work, group discussion...

All in all, the major principles of CLT help learners learn a language through authentic and meaningful communication, an analysis of genuine, realistic situations, and autonomous atmosphere in effective ways.

*Language-Teaching Methods by Ung Makara*

The topic of this ‘language-teaching method’ is a set of principles and procedures based on a theory of language and language acquisition. This presentation research, theory, and practice relevant to teaching and learning of any subjects, as well as those relating to linguistics and applied linguistics. It is suggested that it is unhelpful to urge teachers to use a method like task-based language teaching (TBLT) and that they would be better served by being encouraged to develop theory and practice in situated methodologies that are likely, in their particular teaching context, to bring about good learning methods and outcomes. Each approach or method has a designed strategy, and learning activities to achieve a specific goals and learning outcomes of teaching and learning processes. It suggests that language teaching should not be primarily based on a method but rather on a set of principles and procedures based on teachers’ practical experience, improved by

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**Story Telling by Som Davine**

Stories play a vital role in the growth and development of children. The books they read and the characters they get to know can become like friends. It’s also good for children to understand that books are useful source of information and that good skills are important for success in their future lives. Reading also helps children with their confidence levels, coping with feelings and language and learning. However, we should know the appropriate and specific level of the stories for the children, the way to tell the stories attractively and purpose of our teaching such as focus on vocabulary, improving reading or developing the children’s imagination or speaking. Storytelling is one of the methods which can teach the children how to learn the new vocabulary by the pictures and the actions in the story; it is more effective for young learners and teenagers’ learning. They can recognize the colors, size, shape, space and the names of the objects easily. One more thing, it can provide how to communicate with many kinds of the people around them by taking parts of the sentences in the story fluently and naturally, moreover; the children can bring new ideas to dwell with the problem that they face with just by their imagination to the real situation in the story that they have read. Furthermore, it is the sources of information which can bring them to the real situation that they are now and shows them what the world is as well as understanding about their own feeling and the other. It can make them feel that they are not alone in their way of lives so they can be familiar with the real lives and know how to take care themselves and other people or things well. Sharing, complex things are shown in the stories which make children understand and acknowledge the concept of the story and the real one. Thus, storytelling is very important for our teaching and process of student’s learning.
Creative Art Crafts for Storytelling and Lessons by Sunshine

Objective: the student will work on tactile skills and use their creative imagination to produce a fun and artistic activity. The student will also work on their listening skills, so that they can take details from the story or lessons and create their own artwork.

Materials: Paper plates, scissors, paper, finger paint, toilet paper rolls, markers, paint, colors, stickers, stapler, yarn, popsicle stick, double sided tape, glue gun, picture print outs.

Motivation: Art activities coupled with reading have compound benefits, since they not only promote development in artistic abilities, but also development in story visualization and recall.

Activities: The teacher will read the story and ask questions about the characters and setting o the story. The teacher will instruct the student to create a scene based on the story. The teacher will explain how the students will do their artwork. The teacher will situate the student at their workstation and give their supplies.

Assessment: were the students good listeners and were able to recall details from the story create their artwork? Did they follow directions and keep their creations in proper portions.

Instill the love of storytelling by Khek Leakhena

Storytelling is a means for sharing and interpreting experiences. Stories are universal in that they can bridge cultural, linguistic, and age-related divides. Storytelling can be adaptive for all ages, leaving out the notion of age segregation. Storytelling can be used as a method to teach ethics, values, and cultural norms and differences. Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied. Stories function as a tool to pass on knowledge in a social context.

Storytelling is a great skill to teach to kids. It helps to improve their language skills, listening and reading as well so that, instill the love of storytelling is the best major to build up their basic facts skills. There are some effective ways to teach storytelling such as; Expose kids to good storytelling, find story in songs, use wordless book... these ways we can apply to children to enhance their language skills, encourage reading, and stir their imagination. The trick, though, is to understand the roadblocks that kids may face and the storytelling techniques that help them overcome these issues.

With guidance, support, encouragement and the right storytelling techniques will help the children down the path to loving reading, listening, practicing drama and writing with fun.

Motivation

Effective Motivation Techniques by Soeun Sary and Ek Sokly

Through our experience, we have found that motivation is the most important part of learning for ESL (English as a Second Language) learners especially in Cambodia. Therefore, we are passing these motivational strategies on so all the teachers can use them and become more effective educators in their
teaching career. The effective ways can make a supportive and positive atmosphere which falls into many sub-points to be discussed, such as belief in your students, celebration of the victory for them, and making a positive impression. Another important point is to not jump to every tiny misbehavior. Your students need to feel that their education comes first, not your authority. Beside this you should get to know your students backgrounds in detail. Why do we say so? By getting to know their backgrounds, likes, dislikes, and even personal hobbies, you will be able to relate classroom lessons more efficiently. Furthermore, making your students feel more comfortable in class will give them the ability to approach you (the teacher) with any problems or questions. The amount of effort and motivation you put into your lessons will be directly reflected by your students. In other words your motivation will be mimicked by your students. To sum up all the above we mentioned, we hope all of these tools can help you motivate your students in an effective way.

**How to correct student’s mistakes more effectively by Doung Dara and Prak Tola**

Mistakes are usually made by students in language learning. The mistakes include doing the exercises on spelling vocabulary, grammars, and so on, particularly speaking. Speaking is part of communicative language approach which encourages students to express their opinion and explore the language. Mistakes while speaking usually take place and need appropriate correction. Therefore, teachers have to be aware of how to correct them more effectively to promote active learning from students rather than to demotivate them. Students may feel more comfortable to speak out if they are not afraid of making mistakes, and mistakes are effectively corrected. I strongly believe that this topic would provide the teachers some ideas and techniques to deal with the problems made by students. Finally, I would like to thank all the audiences who have spend the valuable time attending in my session, and hopefully after the presentation, you may apply the techniques in your classroom more effectively.

**Student Motivation by Ky Vutha**

Normally, educational administrators are always highly committed to providing their students with quality of education. Here, schooling ability will not be enough for them, but they have to have the ability to motivate their students. Therefore, motivation must play a significant role in school management. What does motivation mean? Motivation is the main factor that leads a person to do something. Motivate means to provide a need or desire that causes a person to act. Motivation is also defined as the impetus to create and sustain intentions and goal-seeking acts. Kleinginna and Kleigninna, 1981a define motivation as: internal state or condition that activates behavior and gives it direction, desire or want that energizes and directs goal-oriented behavior or influence of needs and desires on the intensity and direction of behavior. Motivation provides us with two main benefits in teaching and learning process. Firstly, students get to participate in classroom. Motivation in students makes all the difference in the world. Students who are motivated by their teachers reach the highest levels of excellence in school. Moreover, students demonstrate a better attitude towards schoolwork and learning when they are motivated. When the students are motivated, the teacher will view the students and her job with a more positive outlook. Students will not want to be away from school if they are highly motivated. Another important factor of motivation is the ability to differentiate types of motivations: intrinsic and extrinsic motivation. Intrinsic Motivation refers to motivation that comes from inside an individual. Extrinsic Motivation refers to the one that comes from outside an individual. In conclusion, motivation is extremely important for both the teacher and the students. As teachers, we must incorporate in all our class the motivation because this is the most important factor to encourage students to work diligently and pleasurable.

**Effective student motivation by Ly Channalin**

Be a teacher needs to help all the student’s problems in the class. We need to use all strategies to support our teaching to be successful. Thus, I would like to choose student motivation to motivate the students because it is the way that we can push the students feeling to join our teaching. They will try hard to study when they get motivation from teachers. All the students they really need motivation from teachers to help them to be a good and clever student. Any thins that we give to the students
they always think it is very important and interesting. Especially we motivate to the real situation of
the students what they need from the teacher. When one think of the idea of classroom motivation it
often bring to mind strategies that are used to provide incentive for students do something and/or do
it with greater intensity. Yet, when we examine motivation more closely we recognize that it is not
always something that is added to the situation. It can be something that comes from within us. While
an absolute distinction can be risky, we might refer to some motivators as coming from the outside-
or being extrinsic; and others coming from within – or being intrinsic. Extrinsic forms are those in
which there is something added that comes from an external agent, such as reward, care, explanation....from the teachers. In short, we teacher, have to make sure our need to provide kinds of
motivation to be successful in our teaching and process of student learning.

**Student Motivation by Khim Ivhout**

Teachers need motivation; students also desire motivation. All people are enthusiastic about
motivation and encouragement. Education must be granted to students with motivation. As far
as I heard: “I am lazy, I am bored, I am poor and I can’t study well...ect”, and I myself always
find hard to solve those problems. Relatedly, I am sometimes likely to lose interest in my
occupation; nevertheless, these are not such awful troubles. Accordingly, I have prepared and
will be presented about “Student Motivation” because of these sensitive points. It is very
necessary for teachers to identify precisely and know the way how to solve the problems
effectively. Turning to my part, I have spent days and nights to design some contents in term of
the types of motivation, the Maslow’s hierarchy of needs, the kinds of students, techniques to
how to deal with students...etc. I strongly believe that this presentation will help stimulate the
classroom process. Also, there will be a question and answer time at the end of the session.
Questions are allowed to be asked and discussed purposefully. Last but not the least, there will
be time given to share viewpoints after presentation. Hopefully, the audiences will get a lot of
techniques to apply in their real class.

**How to motivate students by Chrea Sunnara**

The best lessons and books in the world won’t get students excited about learning and willing to
work hard if they are not motivated. Honestly, even the most well-intentioned and educated teachers
sometimes lack of the skills to keep kids on track. Furthermore, it takes them a lot of time and effort
to do it. Hence, I decide to choose the topic of “How to motivate students” to present. The purpose of
presenting this topic is to give the participants as teachers here effective and practical methods. The
process involves guiding and explaining the participants some methods such as, help students find the
intrinsic motivation, changing their scenery, making things fun, defining clear objectives...etc, which
are main themes of the topic. All in all, according to the methods raised above, we hope that the
participants who attend the forum and are interested in this topic and can apply these methods to their
classes in order to address their classroom atmosphere to be enthusiastic in learning and encouraging
them to live up to their potentiality.

**Materials Design by Srey Leapcheata**

Relationships of the language, methodology and visualization could enable teachers to enhance their
teaching professionalism. A majority of teachers finds it difficult in converting visualization to
material design to suit their own practical classes, so without pre-imagination, pre-consideration and
pre-preparation of the lessons to be taught, it may take a plenty of time to design the effective
materials leading me to choose the topic of “Materials Design” to present. This presentation will
illustrate the importance of using materials during teaching and some useful tips for making teaching
materials. In addition, material design aims to provide effective ways of making and using materials
for teaching, and it will be demonstrated the importance of material design, how to use it in active
way, appropriateness to go with the levels and some good samples to design it.
**Student Motivation by Genevive G. Geroche**

A minority of students does not really need the help, caring, inspiring or encouraging from teacher or others, yet a majority does. In the teaching methodology and the reality, motivating students via praising, persuading or forcing at times is the main tool using to help boost their cognitive processing abilities, initiatives and their true potentiality within themselves to reach the academic result they would like, and these can be the vital factors resulting in student motivation presentation to appear. On the other hand, their internal motivation extremely plays more important role than others do as a proverb said, “No one can help you if you don’t help yourself.” Moreover, this illustration is going to focus on some key methods to motivate students to study hard, to compete in any competition and to bravely socialize in society with confidence, differentiation between intrinsic and extrinsic motivation and questionnaires to be discussed on how to motivate and what tools demanded in motivating students.

**Effective Motivation for Health Education by Isidro P. Hutalla JR.**

* I hear, I forget
* I see, I remember
* I do, I understand

Visual perception contributes a lot about 90% to all human learning. Maximum attention span of an adult learner is 20 mins. To sustain attention and interest various stimuli is necessary. Audio-visual will lead to more number senses used by learner. Example: Telling and showing. It is more effective than only telling or only showing.

As the name implies audio-visual materials combine both seeing and listening. These materials include TV, films or videos which provide a wide range of interest and can convey messages with high motivational appeal. They are good when they are accompanied with interactive methods. Audio-visual health learning materials can arouse interest if they are of high quality and provide a clear mental picture of the message. They may also speed up and enhance understanding or stimulate active thinking and learning and help develop memory.

**Tools to Encourage Students to Become Engaged Learners by Tha Sokly**

There are many factors to motivate students to become involved learners. But the most four important and effective tools are School, Students, Teacher, and Motivation. So that why these four matters need to have the high responsibility and produce many achievement goals to persuade the students become engaged learners in the modern society.

School has to create and develop the standard programs for students to be pleased in studying. It should be the place that has guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, safe and orderly environment, and collegiality and professionalism. Teacher must find and conduct the instructional strategies, have classroom management, and design the classroom curriculum. Student needs to have a self-study at home atmosphere. She or He should have questions and research study if they do not understand any points. The last factor is Motivation. It has two kinds: Intrinsic Motivation and Extrinsic Motivation. Motivations for learning are the high levels of motivation in teachers related to high levels of motivation for students, teacher’s enthusiasm for learning and for the subject matter are an important factor in student motivation, and the teacher’s involvement in graduate studies may be a source of motivation for students.
To sum up, the major tools to encourage students to become engaged learners are School, Teacher, Students, and motivation. The students must believe the learning is valuable, involving, successful, safe, caring, and enabling if the four factors above conduct their and follow their role effectively.

Motivating Students by Cho Cho Thein & Ms. Roe O Azana

Motivation is the main factor that leads a person to do something to achieve their goals. In motivating students, a teacher helps students to achieve their learning goals.

The importance of motivation in teaching and learning process are:

Students demonstrate a better attitude towards schoolwork and learning when they are motivated. When the students are motivated, the teacher will view the students and teacher job with a more positive outlook. Students will not want to be away from school if they are highly motivated.

How to motivate our students?

Learning with fun: playing, making fun when learning
Learning by doing method: linking physical actions with the lessons
Creating friendly learning environment and relationship: make the classroom safe, friendly and building relationships between the teachers and the students and the students
Participation: let them get involved in exercises, lessons and discussions
Rewarding them for their good behaviours and learning results: praising, appreciation and providing positive and constructive feedback

Motivation is extremely important for both the teacher and the student. As teachers, we must incorporate and motivate in all our classes because motivation plays the most important role in learning to encourage student to work pleasurable and to learn effectively.

Grammar

Teaching Prepositions to Young Learners by Swe Swe Aung

This presentation was created to reinforce the way of teaching prepositions to young learners for a student’s writing and speaking by using effective way instead of explaining the definition repeatedly. Start brainstorming with location prepositions as the easiest for children to act out, see the action of, and to understand. Students are to first speak out the prepositions that they have in their mind, especially concentrating on the use of the preposition with understanding of the meaning followed by correct pronunciation in introduction session. Students can grasp the concept of prepositions: what they are and how they are used through a topic for which images and hands-on activities. Then they can learn and practice the pronunciation and meaning in fun ways such as; by using the flash card, by participating in the activities with teacher and other peers, by doing the worksheet. Then they are to recognize them in complete sentences while they are trying to speak out the answer. Finally, they are to write sentences containing preposition on their own and assist their peers in making corrections.

Grammar Teaching To Young Learners by Hing Tithsya

This presentation seeks to review two main grammatical theories and their characteristics, which have been very influential in English language teaching, so that theoretical framework can be provided for this study. It further discusses important features of communicative language teaching
approach employed particularly in EYL classrooms and argues for the appropriate place of grammar teaching in it. In the conclusion, some recommendations will be suggested regarding how to teach grammar effectively to young learners in communicative EFL classrooms. It is also hoped that this paper has certain implication to EYL classroom teachers in deciding when to teach grammar to their young students and to further research in teaching of grammar to children.

**Teaching Grammar in context by Mr. Harmon Driscoll**

Grammar can become difficult for students to understand and learn easily. When I was a student long ago grammar was the last think I wanted to learn, it was the most boring think I could image.

So today we need new effective strategies to help our student grasp the ideas of grammar concepts for language learning. Teaching grammar in Context is good way for student to grasp grammar from contexts in reading they are doing now. Or if your students do not have advanced reading skills using books with pictures with interesting stories or sentence which are based in popular cultural and topics which already interest them is the best way to base teaching grammar in context.

Students who are practicing reading should find in their reading passages of writing where the grammar is used. You can use these passages to underscore their grammar lessons.

"A recent study (Fearn and Farnan 2005) found that teaching students to focus on function and practical application of grammar within the context of writing (versus teaching grammar as an independent activity) produced strong and positive effects on students’ writing.”

This is a most effective way of placing their grammar learning in reading and writing which is useful to them. They will then begin to use their grammar learning in their speaking as well.

"Invite students to notice, to read like writers, to come into the world of editing—a friendly place rather than a punishing place, a creational facility rather than a correctional one. When we develop a place where concepts can be developed and patterns can be learned, kids feel safe, take risks, and feel welcome in every stage of the writing process.”

This applies to the learning process for reading and speaking also and successfully learning grammar in context.

**What Is Grammar and How to Teach Grammar Effectively? By Keo Seyha**

Grammar is the system of a language. People sometimes describe grammar as the “rules” of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time. Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. From the point of view of the hearer/reader, accuracy is ahead, even if sometimes it doesn’t affect the meaning. Moreover, from the point of view of the teacher, professionalism means teaching the language as best as we can. While teaching grammar the teachers need to consider the following ideas: What type of learning background do the learners have? What are the objectives of this class? What learning materials and resources are available? In English, there are two ways of grammar approaching. First, Inductive approach is known as a 'bottom up' approach which means students discovering grammar rules while working through exercises. Second, deductive approach is known as a 'top down' approach. This is the standard teaching approach that teachers explain rules to the students. To conclude we can say that we cannot ignore grammar in language, because it directly influences the effectiveness and meaning. Language and grammar both goes side by side we cannot separate one from another and we should teach grammar combining it with the language in a communicative way.
Teaching Grammar by Mon Touch

Grammar plays important roles in making both teachers and learners find it hard to study and teach since grammar is divided into two different rules – prescriptive and descriptive. Moreover, on behalf of teachers, prescriptive rule shall be implied in order to better their teaching. To this, passive voice is one of the common grammar topics in the teaching of English. It is often found that the conversion of the active voice into the passive is taught as a mechanical exercise. The functions that the passive performs are not explained to students. However, the passive voice is used mostly in the newspaper, magazine, or in some common textbooks. They must not lose sight of the centrality of the agentless passive in their teaching. Students should also be made aware of the functions that the passive performs. Questions on the passive in question papers should also be set with all this in mind. Examination questions on the passive often expect students to think of the active-passive conversion as a mechanical exercise. The nature of evaluation often influences the teaching of the topic concerned. Therefore, the general features of the passive have important implications as far as the teaching and evaluation of this topic is concerned.

Play as a way to teach grammar to students in Young Learners level 3 by Adrew Thomas

Objectives:
1. To convince participants of the necessity, validity and importance of play in teaching.
2. To demonstrate some basic educational games for use in teaching.

The presentation will answer the following questions:
1. Why is play included as a teaching strategy?
2. Is it effective and efficient use of time?
3. In what ways can games be used to enhance grammar teaching?
4. What specific games can be used to teach grammar?

“Play is the only way the highest intelligence of humankind can unfold.” ~ Joseph Chilton Pearce (author)
“Children need the freedom and time to play. Play is not a luxury. Play is a necessity.” Kay Redfield Jamison (professor of psychiatr.

Classroom Management

Classroom Management by Chea Bunhak

The presentation skill refers to the ability of classroom management in an effective way in small or large group. The process involves explaining and showing the reasons and the techniques to manage the classroom well which include typical problem in the classes both small and large classes, sharing responsibilities of classroom jobs between teachers and students, Why we learn students’ names, Monitoring the classroom, some techniques we should provide In the large classes, and the important points why we should use English in the classroom. Moreover, the presentation will provide the clear steps or techniques step by step to the audiences, including with pictures or posters to the real classes. As the description above, the audiences will surely take notes of the important points from the slide presentation. Originally, they will compare from their previous experience with their understanding with the tips in this presentation like the reasons, solutions, techniques, and analyzing with the students in the real classes. At the end of the presentation, they will set some questions to make sure what they understand and misunderstand from the course. Finally, this topic “Classroom Management” will help the audiences to improve and develop their teaching and classroom management effectively. So as we are teachers, we should learn and use these techniques to apply in our class to get success for our careers.
**Teaching mixed ability classes by Uorn Sithorn**

Mixed ability class mainly refers to a class made up of different levels of learners for a number of reasons. Teaching such class is absolutely challenging. Very often a teacher is faced with a class with two or more distinct levels of ability and has to tackle the problems of how to meet the needs of everyone in the class. Naturally, this is not an easy problem to solve and it would be wrong to suggest that there are any simple solutions. Anyway, this topic is aimed at those of you who are teaching and are looking for some new ideas or activities to use in their classes more effectively. As the teachers, we had better ensure that all students learn in our class and especially treat them equally. More importantly, **we teach the students, not the books** even though we have the curriculum to follow. So, it is better to find out not only the possible problems the teacher may face, but also the strategies they will use in the real classroom situation. **Why?** Regarding my many year-teaching experiences, I find that often the quicker students finish the tasks given before the other students. As a result, they may misbehave while waiting for the others to finish. The weaker students, on the other hand, cannot finish the tasks as quickly as the strong ones and may lose their confidence and/or show ill-disciplined behavior for a variety of reasons related to that. Consequently, mixed abilities may result in classroom management problems. However, I have come up with some possible solutions to cope with such problems such as having contingency plans, open-ended tasks, games, competitions and dramatization, group/pair work activities, Extra homework, and portfolios.

**The Student Portfolio by Chhay Narong**

The Student Portfolio is a systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects. The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. The goal is to help students assemble portfolios that illustrate their talents, represent their writing capabilities, and tell their stories of school achievement. This presentation attempted to discuss the following questions: (1) **What is a student portfolio?**; (2) **What does a portfolio contain?**; (3) **What benefits can it bring?** To use the student portfolio effectively in each classroom, both the teachers and students should keep in mind what a portfolio is — a folder containing a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces. It may also contain one or more works-in-progress that illustrate the creation of a product, such as an essay, evolving through various stages of conception, drafting, and revision; what a student portfolio contains — homework, quizzes, tests, examinations, student's self-evaluation, teacher's notes on the student's classroom performance, etc; and what benefits a student portfolio can bring— develop evaluation criteria, use this criteria to evaluate their work, reflect their actual day-to-day learning activities, engage in self-reflection about their progress, students are pleased to observe their personal growth, they have better attitudes toward their work, and they are more likely to think of themselves as writers.

**How to Help Improve Teaching in Cambodia by John Krist**

This topic aims to help us (teachers) improve our teaching skills. This as well includes some important points we need to remember and consider so that we will be able to be effective and efficient educators. This topic has two parts: First, my teaching experience in Cambodia which I would like to share with everyone. Second is the points we must remember when we teach, which I think would be of great help on our professional growth. Everyone knows that teachers are the second parents of the students in school. Our job is to cultivate and mold them. **We can’t deny the fact the students get bored inside the class, they get passive, and they lose concentration. We teachers run out of patience as well, we get tired, we get mad, we have feelings, we are human.** But, at the end of the day, we can’t just leave, we can’t just stop teaching them, the least thing we can do is to forget all the anger and go on with what we love to do which is teaching. **When they get bored, crack a joke**
–make fun of their unusual habits. When they are sad, talk to them, understand their feelings, don’t yell when they didn’t finish the homework, they might be going through something. Eat with them on break time. Reach out to them and make them feel that they have a friend in you. In that case, they’ll respect and love you in and out of the class. By then, you’ll realize your worth as a teacher and parent.

Games and Pronunciation

Advantage of Using Games by Sam Oeurn Bottomvatey

Games can help children practice a variety of subjects in a way that's fun and engaging. All kids will learn from these games, but kinesthetic learners, or children who learn through actions, will benefit most from learning through play. Games get children to build a foundation for math, reading, listening and more! They also offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learners' attention is on the message, not on the language. Rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win. In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language. In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them. Games engage players and then motivate them to interact with the topic. This interaction drives players to demonstrate their understanding of the topic in a friendly contest where successes are memorable moments of shared triumph and celebration and where mistakes mean only that the children is being stretched to his or her own limits. Mostly, children like to relax atmosphere, the competitiveness, and the motivation that games brought to the classroom.

Importance of Play: Social and Emotional Development

by Rin Sophea & DiololaDoninaDaiserie

During play, children also increase their social competence and emotional maturity. Smilansky and Shefatya (1990) contend that school success largely depends on children’s ability to interact positively with their peers and adults. Play is vital to children’s social development. It enables children to do the following:

- Practice both verbal and nonverbal communication skills by negotiating roles, trying to gain access to ongoing play, and appreciating the feelings of others (Spodek&Saracho, 1998).
- Respond to their peers’ feelings while waiting for their turn and sharing materials and experiences (Sapon-Shevin, Dobbelgere, Carrigan, Goodman, &Mastin, 1998; Wheeler, 2004).
- Experiment with roles of the people in their home, school, and community by coming into contact with the needs and wishes of others (Creasey, Jarvis, &Berk, 1998; Wheeler, 2004).
- Experience others’ points of view by working through conflicts about space, materials, or rules positively (Smilansky&Shefatya, 1990)
Physical Development

Play contributes to children’s fine and gross motor development and body awareness as they actively use their bodies. Learning to use a writing tool, such as a marker, is an example of fine motor development through play. The natural progression in small motor development is from scribbles to shapes and forms to representational pictures. Playing with writing tools helps children refine their fine motor skills. Gross motor development, such as hopping and skipping, develops in a similar fashion. When children first learn to hop, they practice hopping on different feet or just for the pure joy of hopping. As elementary children, they integrate their hopping skill into many games, such as hopscotch and jump rope games. Using their bodies during play also enables them to feel physically confident, secure, and self-assured (Isenberg & Quisenberry, 2002).

Creative Development

We talked about the important role of creative thought and expression in children’s development and learning. Nearly 50 years ago, Sigmund Freud (1958) suggested that every child at play “behaves like a creative writer, in that he creates a world of his own, or, rather, rearranges the things of his world in a new way which pleases him. . . . The creative writer does the same as the child at play. He creates a world of phantasy which he takes very seriously—that is, which he invests with large amounts of emotion” (pp. 143–144).

Tongue Twisters by Mary Tolentino

One of the few types of spoken wordplay that is fun to recite and are great tools to aid children’s and adult’s language development is the tongue twisters. Tongue twisters are phrases or sentences that are designed to be difficult to say correctly. They are a great way of learning how to shape your mouth and position your tongue correctly. And best of all, they’re fun! The objectives of learning the tongue twisters are:

- To have a clear view of what a tongue twister is
- To be able to learn how to use tongue twisters for the purpose of using it as a tool in helping students to practice pronunciation difficult sounds in English
- To widen the user's knowledge in vocabulary to some extent.
- To be able to have an alternative but fun way to teach pronunciation to students

By giving examples of lesson plans and tongue twisters itself, teachers will be able to fully grasp the idea of how to apply it in the classroom without any apprehension of students getting bored learning. It is also vital for the teachers to know some information about the cause of speech impediment. By knowing and understanding the cause, teachers will be able to help in assessing the student’s difficulties in pronunciation. Few tongue muscle exercises are recommended and necessary to aid us in proper pronunciation. Therefore, with this additional knowledge about what tongue twisters are, teachers as well as students will understand that they are not made only for fun but are remarkable tools for speech development particularly in pronunciation.

Teaching Language Skill: Phonics by Yot Somros and Kashmer A. Cailles

Language is a system of communication consisting of sounds, words and grammar. In order to be able to communicate with one another, the words that are used must be pronounced clearly and precisely though it is not like the native speaker. And each single word is combined from at least two alphabets. Thus, all English learners must go through alphabet sound coaching as a start that can determine whether the student will be a good speaker with native accent alike or whether your speech is understandable or not. This vitally important root cause does encourage me to raise the phonic teaching to share with all audiences to wear more attention on this crucial factor leading children to be successful learners in their future academic lives. This presentation will emphasize how to teach the alphabets with right method whether to move your tongue in, out, up or down accompanied with
air from the throat and somewhere else, what materials to be used in drilling and where you find those sources.

**The necessity for a decent standard of pronunciation by Ronald McKenna**

Since English has become the world’s chosen communication medium, It therefore stands to reason that there is a high demand for teachers of English, be it native or non-native speakers.

In a recent article I read, it states that in the near future or even now, there is a strong possibility that non-native English speakers will probably communicate more with other non-native English speakers than they will with native speakers of English.

With this possibility in mind it seems likely that non-native speakers will be subjected to a more diverse range of worldwide accents and word pronunciations from countries such as Italy, Russia and South American countries just to name a few, and some of those accents and pronunciations will be very different from the standard native English being taught now. Whether it be English, American, Canadian or Australian.

As we know, there are no pronunciation classes in any curriculum. It is not being suggested that there should be and it is not being suggested that learners should be experts. However, I would assert that learners should be taught to a reasonable standard of pronunciation and coached with tongue and mouth formations (as some of these positions in the mouth are not natural) to enable them to attain a level of speaking and pronunciation skills required to give them the opportunity to, not necessarily be mistaken for native speakers, but the chance to communicate effectively with a wide range of non-native speakers and to be quite simply, understood and to understand.

**Benefits of Music in teaching young learners by Bethany Betong**

Using music in the classroom is a great way for teachers to achieve success with young learners.

**Benefits of Music in teaching young learners**
- improves concentration
- improves memory
- improves learning into fun level

**Examples of using music in teaching young learners**
- introduce a new theme or topic (Christmas/colours/feelings)
- break the ice in a class where students don't know each other or are having difficulty communicating
- change the mood (liven things up or calm things down)