
Press Release

Teachers at the centre of change: British Council's ASEAN TeachingEnglish Online Conference 2026 champions purposeful, inclusive education

Free online conference brings teachers and education professionals across ASEAN together to explore how technology, equity, wellbeing and assessment can serve learning while keeping human connection at the heart of English education.

Jakarta, 22 September 2026 — English education is changing. Artificial intelligence is entering classrooms, technology is reshaping how teachers teach and learners learn, classrooms are becoming increasingly diverse, and traditional approaches to assessment are being questioned. Yet amid all this change, one thing remains constant: **the learner is at the heart of meaningful learning.**

It is this belief that will shape the **ASEAN TeachingEnglish Online Conference 2026**, taking place online from **19 to 30 October 2026**, bringing educators across the region together under the theme **“Teaching with Purpose: Quality, Equity, and Human Connection in English Education.”** By connecting educators across ASEAN, East Asia and the UK, it seeks to strengthen a regional community where professional learning is shaped by experience, collaboration and a shared commitment to better outcomes for learners.

Launched in 2023, the conference has grown into a regional space for teachers, teacher educators, researchers and education stakeholders to exchange ideas and learn from experiences across ASEAN. This year, that exchange takes a deliberate step closer to the classroom. Guided by the principle **“Let Teachers Shine,”** the 2026 conference puts the knowledge and experience of teachers and grassroots practitioners at the centre.

Rather than asking educators simply to respond to changes taking place around them, it creates a space for them to shape the conversation to share what they are trying, what is working, where they are encountering challenges and what they are learning in the process. The conference will also showcase **TeachingEnglish resources** and the British Council's wider work in English and school education, creating further opportunities for educators to access practical resources and connect with peers working on English education across the region.

Communities of Practice from across the region will help shape the programme, bringing together perspectives that are rooted in the everyday realities of teaching. The emphasis is not on prescribing one-size-fits-all answers, but on creating a richer exchange of ideas that teachers can question, adapt and take back to their own classrooms.

“Across ASEAN, teachers are navigating one of the most significant periods of change in education. Artificial intelligence, new technologies and evolving learner needs are reshaping classrooms, but the future of education will not be determined by technology alone. It will be shaped by the teachers who use it with purpose, creativity and care.

This conference is about giving teachers a platform to share what works, learn from one another, and help lead the conversations that will define the future of English education. By bringing together educators from across ASEAN, East Asia and the UK, we are strengthening a community committed to

quality, equity and opportunity for every learner. As education evolves, our challenge is not simply to keep pace with change, but to ensure that change expands human potential and leaves no learner behind.” — **Summer Xia, Country Director Indonesia & Director for ASEAN, British Council**

The conference will address some of the most pressing issues shaping English education today, from understanding how AI and technology can enhance teaching without displacing the teacher, to creating more equitable and inclusive classrooms that respond to diverse learners. It will also recognise that quality education depends on resilient teachers, with wellbeing, agency and sustainable professional growth increasingly important to the profession, while exploring how assessment can better serve learning by moving beyond traditional measures of achievement. Across these themes, the focus will remain firmly grounded in practice—bringing together real classroom experiences, accessible ideas that can be adapted to different contexts, and honest reflections on what works, what does not, and what teachers learn along the way.

Ultimately, **“Teaching with Purpose” is a call to look beyond the pace of change and ask what that change is for.** It is about using technology with intention, creating classrooms where every learner can participate, supporting teachers to build sustainable careers, and rethinking assessment so that it serves learning. Above all, it is about ensuring that as English education evolves, **human connection remains at its centre.**

Registration for the conference is free, to sign up visit [ASEAN TeachingEnglish online conference 2026](#)

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About the speakers

Luke Harding is a Professor of Applied Linguistics and current Discipline Lead in Linguistics and English Language at Lancaster University (UK). His research interests are in language assessment and applied linguistics more broadly, particularly assessing listening and speaking, Global Englishes, language assessment literacy, and the use of digital technology and AI in language assessment. Luke’s work has been published in a range of academic journals, and he served as co-editor of the journal *Language Testing* from 2017-2022 and as co-editor of the Routledge *Handbook of Language Testing* (2nd Edition). Luke is currently President of the International Language Testing Association (ILTA).

Yongfeng Liu is a programme specialist in UNESCO’s section of health and education, where he leads work on safe and healthy learning environments, school well-being, and mental health and psychosocial support. He led the development of *Teaching with Care*, the joint UNESCO–UNICEF–WHO practical guide for teachers, in collaboration with international partners and educators worldwide. His work focuses on strengthening education policies and practices that help create safe, inclusive learning environments where every learner can thrive.

Marie Yeo is a senior language specialist at SEAMEO RELC, Singapore, with extensive experience in English language teacher education, teacher development, and academic leadership across the Asia-Pacific region. Her research and publications focus on language assessment, feedback, academic integrity, generative AI, CLIL/EMI, and academic publishing, with work appearing in leading journals. She is currently co-editor of *RELC Journal* and is recognised for her work on AI-informed assessment and feedback practices in language education.

Genta Ulina Hutagalung is an English lecturer at Politeknik Negeri Sriwijaya in Indonesia. Alongside her university teaching, she has also worked as teacher educator. S has also worked as an e-moderator for the British Council.

Harry Ramadan Putra is an English teacher and Chairperson of the English High School Teacher Association (MGMP) for Malang Regency. He has extensive experience in instructional leadership, student coaching, teacher professional development, and is an e-moderator for British Council Indonesia's online development initiatives. His interests focus on educational technology, student-centred learning, and sustainable teacher development.

Rabbania Zaikalina is an English teacher in West Lombok with experience across primary, junior high, and senior high school levels. She has participated in professional development programmes by the British Council and Ministry of Religious Affairs. Her interests include English for young learners, classroom interaction, and practical approaches to teacher professional development.

Muhammad Said is an English teacher serving as Head of the English Subject Teacher Forum in Hulu Sungai Selatan Regency. A recipient of the British Council Outstanding Teacher Award, his interests include teacher professional development, educational technology, and the meaningful use of AI in the classroom.

Tran Quang Ngoc Thuy is a senior lecturer at Hue University of Foreign Languages and International Studies (HUFLIS), Vietnam. She holds MA and PhD degrees in Applied Linguistics from the University of Queensland, Australia. With over 25 years of experience in English language teacher education, she specializes in training pre-service and in-service teachers through various professional development programs.

Daniel Widhiatama is currently a lecturer at English Language Education study program of Universitas Mercu Buana Yogyakarta (UMBY). His research interests are in technology-enhanced language learning, AI-assisted language learning, program and materials design, and teachers professional development. He also serves as the director of the Partnership Division in iTELL (Indonesia Technology Enhanced Language Learning) association.

Jennedy (Ned) Pungawon is a teacher and teacher educator from Sabah, Malaysia, teaching in a rural secondary school. He founded the Northern English Language Collaboration Network Sabah (NELCoNS), a teacher-led Community of Practice supporting collaborative professional learning and teacher agency. A Fulbright TEA alumnus and British Council Community of Practice Seed Grant recipient, his work focuses on teacher collaboration, digital technologies, and reflective practice in rural and underrepresented contexts.

Annamaria Pinter is a professor at the Centre for Applied Linguistics, University of Warwick, UK, with internationally recognised expertise in teaching English to young learners, language teacher education, and child-centred language research. She has published extensively on second language learning, task-based teaching, and engaging children in classroom research, including several influential books for teachers and researchers. She is also the series editor of *Early Language Learning in School Contexts* (publisher) and her book *Engaging Children in Applied Linguistics Research* (publisher) won the 2024 BAAL Book Prize.

Fajarudin Akbar is an English language teacher from Indonesia. He specialises in English for academic and professional communication, Business English, English language test preparation, and teacher

professional development. Fajarudin regularly works with teachers to explore how technology can be integrated thoughtfully into planning and classroom practice.

Deng Guodong (Nick) has been English teacher for 24 years, with almost 4000 graduates, most of whom have become English teachers in Yunnan.

Yang Yong (Peter) has been an English teacher for 14 years, with a track record of excellence in district and municipal teaching competitions, assignment design contests, and assessment development contests, as well as contributions to provincial-level English workbooks as a writer and editor.

Tin Ma Ma Htet (Htet) is an educator, inclusion advocate, and the Founder and Executive Director of Saya Foundation. She is committed to weaving inclusion into every part of education, including policy, curriculum, teacher development, and organisational leadership.

Suparuthai Sumonwiriya is the Director of the Language Institute at Burapha University, Thailand, with over 18 years of experience in tertiary English language education. She has led teacher training projects funded by the Eastern Economic Corridor and contributes to national education development through roles with ThailandPOD, the Journal of the New Horizon in Higher Education, and Thailand's education policy bodies. Her work focuses on advancing English language education, professional development, and policy recommendations to strengthen higher education outcomes.

Phuong Hoang Yen is a scholar in English Language Education at Can Tho University, Vietnam, with a PhD in Linguistics. Her research focuses on language assessment, teacher beliefs, learner autonomy, and English education in Vietnamese higher education, with numerous publications and academic books to her name.

Myo Nyunt Maw is an ELT educator, teacher trainer, and British Council Community of Practice Leader from Myanmar. A qualified teacher with an MA in TESOL, he works in teacher wellbeing, learner autonomy, educational neuroscience, and evidence-informed language teaching.

Nguyen Thi Thanh Binh is an English language educator from Vietnam with an MA in TESOL Australia. As co-leader of the VMOOC Team under VietTESOL, she supports teacher professional development and explores interests including teaching young learners, teacher identity, autonomy, arts in language education, and teacher wellbeing.

Hasmadani is a West Papua-based English educator, sustainability advocate, and British Council Community of Practice Leader in Indonesia. With expertise in curriculum development, assessment reform, and teacher capacity building, she works to promote culturally responsive, sustainable, and student-centred learning.

Kartika Yoga Eka Pratiwi Negara is an English teacher from Kayong Utara, Indonesia, with an MA in Educational Leadership. Her work focuses on educational equity, place-conscious leadership, contextualised ELT materials, and the use of technology and AI to support learning in frontline communities.

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