



Southeast Asian Ministers of Education Organization
Regional Language Centre

58th RELC International Conference

*Re-humanizing, Re-conceptualizing and Re-imagining
Language Teaching and Learning for Education 5.0*

11 – 13 March 2024

at RELC International Hotel
30, Orange Grove Road
Singapore 258352

PROGRAMME

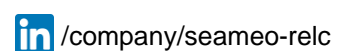
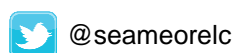
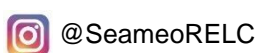
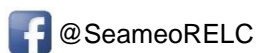
Supported by:



Conference Secretariat

SEAMEO Regional Language Centre
30 Orange Grove Road, Singapore 258352

Website: <https://www.relc.org.sg/conferences-events/conference-2024>



(SEAMEO RELC may at its discretion, revise the programme if the need arises.)

Our Philosophy

We believe that language education will lead to an improved quality of life for people in the region and to greater international cooperation.

Our Mission

We are dedicated to the development of language education in the region and the promotion of international cooperation among language professionals.

AIMS OF THE CONFERENCE

- To develop a re-humanizing perspective on how new technologies and learning systems have influenced language learning, teaching and assessment for Education 5.0
- To provide academics, researchers, classroom practitioners and education leaders with a forum for sharing current research and practice in language education
- To share creative pedagogies and innovations in language teaching and assessment
- To discuss implications of Education 5.0 for language teacher professional development

TOPIC AREAS

- Re-humanizing language teaching and learning in the age of machines
- Current trends in language teaching and learning for Education 5.0
- Language learning for specific and professional purposes
- Best practices in embracing creativity in curriculum design, materials development and language teaching
- Innovations and new pathways in language education
- Quality language assessment and sustainable learning outcomes
- Innovative approaches to language research
- Implications of Education 5.0 for language teacher professional development

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SCHEDULE
(Singapore Time: GMT + 8; UTC: + 8:00)

Date \ Time	07:45 – 08:30	09:00 – 09:25	09:30 – 10:00	10:10 – 11:00	11:10 – 12:00	12:05 – 13:20	13:30 – 14:00	14:10 – 14:40	14:50 – 15:20	15:30 – 15:50	16:00 – 16:50	17:00 – 17:40
Monday, 11 March 2024	Registration	Official Opening	Reception	Invited Speakers David Gerlach (1) Bedrettin Yazan (2)	Invited Speakers Peter De Costa (3) Nobuyuki Hino (4)	Lunch	Parallel Sessions (1-14, 117)	Parallel Sessions (15-28, 111)	Parallel Sessions (29-42, 97)	Coffee Break	Invited Speakers Julio Rodriguez (5) Tatsuya Nakata (6)	Panel 1 Peter DC Nobuyuki H Bedrettin Y Ruanni T

Date \ Time		09:00 – 09:50	10:00 – 10:20	10:30 – 11:00	11:10 – 11:40	11:50 – 13:10	13:20 – 14:10	14:20 – 14:50	15:00 – 15:20	15:30 – 16:20	16:30 – 17:10	
Tuesday, 12 March 2024		Invited Speakers Christoph Hafner (7) Ruanni Tupas (8)	Coffee Break	Parallel Sessions (43-56, 118)	Parallel Sessions (57-70)	Lunch	Workshops (W1-W12)	Parallel Sessions (71-84)	Coffee Break	Invited Speakers Mina Patel (9) Hayo Reinders (10)	Panel 2 Mina P Hayo R Christoph H Tatsuya N David G	

Date \ Time		09:00 – 09:50	10:00 – 10:20	10:30 – 11:00	11:10 – 11:40	11:50 – 13:10	13:20 – 13:50	14:00 – 14:30	14:40 – 15:20	15:30 – 16:10	16:15 – 16:20	16:25
Wednesday, 13 March 2024		Invited Speakers (11-12) Csilla Weninger (11) Jonathan Newton (12)	Coffee Break	Parallel Sessions (85-96, 98)	Parallel Sessions (99-110, 112)	Lunch	Parallel Sessions (113-116, 119-126)	Parallel Sessions (127-140)	Invited Speaker (13) Willy Renandya	Panel 3 Willy R Csilla W Jonathan N Julio R	Conference Round-up	Coffee

PROGRAMME

SUNDAY, 10 MARCH

13:30 - 17:30

Registration and collection of conference materials by overseas/local speakers and participants

PROGRAMME

MONDAY, 11 MARCH

07:45 - 08:30

Registration and collection of conference materials by overseas/local speakers and participants

08:30 – 08:45

Guests and participants are kindly requested to take their seats in the Auditorium

09:00 – 09:25

OPENING CEREMONY (Auditorium)

Welcome and Opening Remarks by

Ms Susan Leong

Centre Director, SEAMEO Regional Language Centre

Opening Address by Guest-of-Honour

Datuk Dr Habibah Abdul Rahim

Director, SEAMEO Secretariat

Photo-taking for GOH and Invited Speakers

Housekeeping Matters

09:30 – 10:00

Reception (Lobby Level 1)

INVITED SPEAKERS

10:10 – 11:00

1 Language Teachers and Education
5.0: Re-humanizing Professional
Development

David Gerlach

[Research]

Chair: Marie Yeo

(Auditorium)

2 Pedagogizing Identity in English
Language Teacher Education: Critical
and Innovative Teacher-Learning
Activities

Bedrettin Yazan

[Research]

Chair: Roby Marlina

(Rooms 506/507/508)

PROGRAMME

MONDAY, 11 MARCH

INVITED SPEAKERS

11:10 – 12:00

3

Developing Critical Multilingual
Language Awareness from
Pedagogical Stance to Research-
Based Practices

Peter De Costa

[Research]

Chair: Joel Meniado

(Auditorium)

4

Pedagogical Insights from Japan's
Experience in Teaching EIL:
Challenges and Hopes

Nobuyuki Hino

[Research]

Chair: Alvin Pang

(Rooms 506/507/508)

12:05 – 13:20

Lunch

(Levels 2 & 4)

PARALLEL SESSIONS

13:30 – 14:00

1

Re-imagining Digital Learning:
Comparison of Outcomes Across
Three Different Modes of Delivery

Jonah Champaud

[Research]

(Tanglin Room 1)

2

Generative Artificial Intelligence in
Higher Education: Use, Perceptions
and Considerations for Japanese
University Students

Jeffrey Mok

[Research]

(Tanglin Room 2)

ONLINE

3

Critical Discussion Competence in
English Language
Teaching/Learning: Why and How?

**Peng Wu (Featured Speaker
representing 21st Century EME,
China Daily)**

[Research]

(Room 501)

4

Shadowing as a Practice in Second
Language Acquisition: Cognitive and
Socio-Cognitive Perspectives

**Shuhei Kadota (Featured Speaker
representing JACET)**

[Research]

(Room 502)

5

How Indonesian EFL Teachers Cope
with Education 5.0

**Issy Yuliasri (Featured Speaker
representing TEFLIN)**

[Research]

(Room 503)

PROGRAMME

MONDAY, 11 MARCH

PARALLEL SESSIONS

13:30 – 14:00

- | | | |
|----|---|---------------------|
| 6 | Quality Language Assessment and Sustainable Learning Outcomes Through Extreme Service Learning
Sterling Plata (Featured Speaker representing PALT)
[Research] | (Room 504) |
| 7 | Revitalising English Language Teaching and Learning: Insights from Students and Instructors
Woralan Kongpolphrom (Featured Speaker representing CULI)
[Research] | (Rooms 506/507/508) |
| 8 | Choose Your Own Adventure in Classroom Management: Using Scenarios on Twine with EFL Trainee Teachers
Tanya Kempston
[Practice (Tertiary)] | (Room 601) |
| 9 | In the Age of Social Media and Online Learning: Developing a Researcher Identity Through Meditation
Sarah Mason
[Research] | (Room 602) |
| 10 | What Research About Metacognition Can Tell Language Teachers at All Levels: Definitions, Dialogue, and Transfer
Sally Ann Jones
[Practice (Primary/Elementary)] | (Room 603) |
| 11 | Photographs of Cited Authors: In Search of Their Semiotic Potentials in Academic Presentations
Becky Kwan & Jenifer Ho
[Research] | (Room 604) |
| 12 | "You Have To Do Something To Change Things": Critical Language Pedagogues in Japanese University EFL
Lachlan Jackson & Belinda Kennett
[Practice (Tertiary)] | (Room 605) |

PROGRAMME

MONDAY, 11 MARCH

PARALLEL SESSIONS

13:30 – 14:00

- | | | |
|-----|--|---------------------------|
| 13 | Supporting Teachers and Sustaining English-Medium Instruction in East Asia
Annette Bradford
[Research] | (Room 807 Learning Space) |
| 14 | Breaking Barriers, Building Bridges: Unveiling Decolonized ELT Syllabus for Islamic Studies in Indonesian Islamic Higher Education
Leli Lismay
[Research] | (Level 4 Makerspace) |
| 117 | "Creativity Means Interesting": Chinese EFL Teachers' Conceptualization and Operationalization of Creativity in the Language Classroom
Haiyi Lyu
[Research] | (Room 810) |

PARALLEL SESSIONS

14:10 – 14:40

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|----|--|------------------|
| 15 | Ethical Concerns and Actual Practices of Thai University Students Using ChatGPT and Online Resources
Jirada Wudthayagorn
[Research] | (Tanglin Room 1) |
| 16 | Navigating Education 5.0 in English Language Teaching: Lessons from Rural Sarawak
Felicia Tersan
[Research] | (Tanglin Room 2) |
| 17 | The Patterns of Voice Construction in Second Language Haiku Poetry Writing
Atsushi Iida
[Research] | (Room 501) |
| 18 | An Eye-Tracking Study of Technology-Mediated Interpreting: Implication for Interpreter Training
Xuelian Zhu
[Research] | (Room 502) |

PROGRAMME

MONDAY, 11 MARCH

PARALLEL SESSIONS

14:10 – 14:40

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|----|--|---------------------|
| 19 | Implementing a Computerized Dynamic Reading Assessment Program with Lower-Proficiency Students in an Undergraduate Reading Classroom
Chansak Siengyen & Punchalee Wasanasomsithi
[Research] | (Room 503) |
| 20 | Adaptation and Validation of the SILL in a Science and Engineering EFL Context
Akihiro Saito
[Research] | (Room 504) |
| 21 | Comparing Graduated Versus Explicit-Only Feedback in a Computerized Dynamic Assessment of L2 English Email Writing
Allan Nicholas & Jeremy Perkins
[Research] | (Rooms 506/507/508) |
| 22 | Re-Imagining a Support Structure for Pre-Service English Teachers in Japan
Tony Cripps
[Practice (Tertiary)] | (Room 601) |
| 23 | Minority Students' English-Learning Needs in Korean Tertiary Context: An Asset-Based Approach
Eun Sung Park
[Practice (Tertiary)] | (Room 602) |
| 24 | Efficacy of Teaching Practices in Online English Comprehension Lessons for Learners with Specific Learning Differences (SpLD): A Qualitative Analysis
Joanne Tan Shi Huey & Tuty Elfira Abdul Razak
[Practice (Primary/Elementary)] | (Room 603) |
| 25 | Exploring EFL Teachers' Use and Perception of ChatPDF in Developing Materials for Reading Lessons
Jieting Jerry Xin
[Practice (Secondary/High School)] | (Room 604) |

PROGRAMME

MONDAY, 11 MARCH

PARALLEL SESSIONS

14:10 – 14:40

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|-----|---|---------------------------|
| 26 | Students' Perceptions on the Use of GAI in Their Course Assessments
Shu Yun Li & Susan Khoo
[Practice (Tertiary)] | (Room 605) |
| 27 | English Speeches by Japanese Gender Equality Activists: A Rhetorical Analysis
Richard Miles
[Research] | (Room 807 Learning Space) |
| 28 | Introducing Private Online Language Education: Out-of-the-Shadows, Technology-Powered Foreign Language Teaching
Ephraim Domingo
[Research] | (Level 4 Makerspace) |
| 111 | A Combined Approach of Direct Corrective Feedback on L2 Writers' Acquisition of (Un)countable Nouns
Chian-Wen Kao
[Research] | (Room 810) |

PARALLEL SESSIONS

14:50 – 15:20

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|----|--|------------------|
| 29 | Student-Teachers' Growth in Pedagogic and Language Awareness as Managers of a Collaborative Online Annotation Platform
Nicole Tavares
[Practice (Tertiary)] | (Tanglin Room 1) |
| 30 | The Re-Evaluation of AI Assistance in Academic Writing Skills at a University in Vietnam
Bui Thi Anh Van, Nguyet Thi Minh Le & Huong Thi Dinh
[Research] | (Tanglin Room 2) |
| 31 | Formal and Informal Digital Learning of English Phrasal Verbs for Education 5.0
Hsien-Chin Liou
[Research] | (Room 501) |
| 32 | The Role of Machine Translation in English Language Acquisition: A Study of ESP Students' Experiences
Rizkiana Maharddhika & Mushoffan Prasetianto
[Research] | (Room 502) |

PROGRAMME

MONDAY, 11 MARCH

PARALLEL SESSIONS

14:50 – 15:20

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|----|--|---------------------|
| 33 | Exploring Japanese University Students' Perspectives on Integration of Generative AI Tools in Educational Settings
Kasumi Arciaga
[Research] | (Room 503) |
| 34 | Promoting Creativity in the Classroom Through Empowering Students with Ownership: A Creative PBL Project
Haiyi Lyu
[Practice (Secondary/High School)] | (Room 504) |
| 35 | Japanese Learners' Perceptual Errors of English Connected Speech
Yo Hamada & Kazuya Kito
[Research] | (Rooms 506/507/508) |
| 36 | Exploring Pre-Service English Teachers' Development of L2 Writing Teacher Expertise
Min Yang
[Practice (Tertiary)] | (Room 601) |
| 37 | Pronunciation Instruction Will Help Enrich Learners' Vocabulary knowledge
Kazuhito Yamato, Takamichi Isoda & Shusaku Kida
[Practice (Tertiary)] | (Room 602) |
| 38 | How Rhetorical Can AI-Generated Writing Be? The Case of Research Article Abstracts in Applied Linguistics
Chan Thomas & Siu Chu Kwan
[Research] | (Room 603) |
| 39 | Get Podcasting! Promote the Joy of Applied Learning in the English Language Classroom
Nuurul Ezzah Mohd Zulkefly
[Practice (Secondary/High School)] | (Room 604) |
| 40 | Cultivating Enthusiastic English Readers: Integrating Online Extensive Reading with In-Class Activities
David Johnson & Paul Matthews
[Practice (Tertiary)] | (Room 605) |

PROGRAMME

MONDAY, 11 MARCH

PARALLEL SESSIONS

14:50 – 15:20

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|----|--|---------------------------|
| 41 | The Relationship Between Sound Change Perception, L2 Shadowing Performance and Overall Proficiency
Tatsuya Nirei & Yutaka Yamauchi
[Research] | (Room 807 Learning Space) |
| 42 | The Development of Taiwanese Learners' Identity in an English for Tour Guide Course
Judy Shih
[Research] | (Level 4 Makerspace) |
| 97 | Analyzing University Students' Perceptions of EGP Speech From an EAP Perspective
Sayako Maswana & Hiroshi Yamada
[Research] | (Room 810) |

15:30 – 15:50

Coffee Break

(Lobby Level 1)

INVITED SPEAKERS

16:00 – 16:50

- | | | |
|---|--|---------------------|
| 5 | Enabling Transformative Language Learning Experiences
Julio Rodriguez
[Research]
Chair: Joel Meniado | (Auditorium) |
| 6 | Second Language Vocabulary Learning Using Flashcards
Tatsuya Nakata
[Research]
Chair: Zhang Weiyu | (Rooms 506/507/508) |

PANEL DISCUSSION 1

17:00 – 17:40

Linguistic Diversity and (In)Equality in English Language Education
Panel:
Peter De Costa; Nobuyuki Hino; Bedrettin Yazan & Ruanni Tupas
Moderator: Roby Marlina
(Auditorium)

PROGRAMME

TUESDAY, 12 MARCH

INVITED SPEAKERS

9:00 – 9:50

- | | | |
|---|--|--------------|
| 7 | Collaboration As a Digital Practice: From Social Media to Generative AI
Christoph Hafner
[Research]
Chair: Marie Yeo | (Auditorium) |
|---|--|--------------|

PROGRAMME

TUESDAY, 12 MARCH

INVITED SPEAKERS

9:00 – 9:50

8

Unequal Englishes and Structure of Feelings in the Classroom

Ruanni Tupas

[Research]

Chair: Roby Marlina

(Rooms 506/507/508)

10:00 – 10:20

Coffee Break

(Lobby Level 1)

PARALLEL SESSIONS

10:30 – 11:00

43

Understanding Adolescents' e-Portfolio Assessment Literacy: Compilation, Conception, and Emotion

Ricky Lam

[Research]

(Tanglin Room 1)

44

To Flip or Not to Flip in Blended Learning: Students' Perceptions on What Matters Most

Rosmawati Rosmawati

[Research]

(Tanglin Room 2)

ONLINE

45

CA-GELT (Computer-Assisted Global Englishes Language Teaching): Interface Between CALL and GELT

Seongyong Lee (Featured Speaker representing KATE)

[Research]

(Room 501)

46

Embracing 21st Century Skills in the Classroom Through Technology Mediated Tasks

Panhchaneath Sokheng (Featured Speaker representing CamTESOL)

[Research]

(Room 502)

47

Building Bridges: Strengthening Teacher Educator-Government Partnerships for Materials Development

Motikala Subba Dewan (Featured Speaker representing NELTA)

[Practice (Secondary/High School)]

(Room 503)

48

Exploring Social Identity Construction and Ideas of Race Among Primary School Students

Grace Lim Jia Wei (Featured Speaker representing MELTA)

[Research]

(Room 504)

PROGRAMME

TUESDAY, 12 MARCH

PARALLEL SESSIONS

10:30 – 11:00

- | | | |
|----|---|------------------------------|
| 49 | Needs and Barriers to Revitalise
TESOL Curriculum in Thailand:
Global Englishes Lenses
Banchakarn Sameephet (Featured
Speaker representing ThaiTESOL)
[Research] | (Rooms 506/507/508) |
| 50 | A Move Analysis of Essays for
TOEFL iBT Writing for an Academic
Discussion Task
Yasunori Matsuzono
[Practice (Tertiary)] | (Room 601) |
| 51 | Translanguaging Approaches to
Raise Bilingual Academic Literacy in
Tertiary Education in Japan
Madoka Kawano & Seiko Hirai
[Practice (Tertiary)] | (Room 602) |
| 52 | Struggling Learners – Who Are They
and How Do They Learn? A Case
Study
Hani Zohra Muhamad
[Practice (Primary/Elementary)] | (Room 603) |
| 53 | Learning by Heart: Motivating Poetry
Memorisation in Singapore
Secondary-School Literature
Classrooms
Wai Kit Ow Yeong
[Practice (Secondary/High School)] | (Room 604) |
| 54 | Needs-Based Classroom Design for
English for Medical Purposes (EMP):
A Case Study of Pharmacist Students
Laely Hidayati
[Practice (Tertiary)] | (Room 605) |
| 55 | Validation of a Critical Thinking Test
for Japanese EFL Learners at CEFR
A2 Level
Yusuke Kubo
[Research] | (Room 807
Learning Space) |
| 56 | A Comparison of Learners' Aural and
Written-Receptive Vocabulary
Knowledge
Stuart McLean
[Research] | (Level 4 Makerspace) |

PROGRAMME

TUESDAY, 12 MARCH

PARALLEL SESSIONS

10:30 – 11:00

118 Building a 'Can-Do' Attitude in EMI Classrooms: Analysing Learners' Self-Regulated Learning in a Chinese-Speaking Context
Wenhsien Yang
[Research] (Room 810)

PARALLEL SESSIONS

11:10 – 11:40

57 The Effects of Generative AI on Initial Language Teacher Education: The Perspectives of Teacher Educators
Benjamin Moorhouse
[Research] (Tanglin Room 1)

CANCELLED

58 Breaking Barriers in EFL Education: A Design-Based Research on Maximizing Technological Integration Skills with PICRAT
Puji Sri Rahayu & Eleni Petraki
[Research] (Tanglin Room 2)

59 Postsecondary English Language Teachers' Training and Re-Training Needs for Teaching Students with Disabilities
Davey Young
[Research] (Room 501)

60 Exploring the Learning Effect of Synergy Between Sports and English: An Action Research in Taiwan
Wen-Chuan Lin
[Research] (Room 502)

61 Overseas Teaching Practice Incorporating CLIL and Multicultural Perspectives: Utilizing a Scale of the 21st Century Skills for Global Teachers
Kazuko Kashiwagi & Waka Koshiba
[Research] (Room 503)

62 Promoting Intercultural Communication and Engagement: An Empirical Study of COIL-Enhanced Japanese and Indonesian Student Conferences
Yuko Ikuta
[Research] (Room 504)

PROGRAMME

TUESDAY, 12 MARCH

PARALLEL SESSIONS

11:10 – 11:40

- | | | |
|----|--|---------------------------|
| 63 | Re-Orienting Feedback Practices within University English and Chinese Classrooms: Feedback Across Languages, Disciplines & Value Systems
Anita Au, Rosita Cheng & Susan Wong
[Research] | (Rooms 506/507/508) |
| 64 | Poetry Memorisation and Its Impact on Support for Students with SEN
Elizabeth Ow Yeong
[Research] | (Room 601) |
| 65 | Creating Learner YouTube Videos in a Communicative Language Class
Denver Beirne
[Practice (Tertiary)] | (Room 602) |
| 66 | Use of Virtual Reality for Teaching and Learning of English Language in a Primary Classroom
Elaine Jee
[Practice (Primary/Elementary)] | (Room 603) |
| 67 | Writing Learning Outcomes for English Lessons: Guidance for Developing Language and Metacognition in Multilingual Contexts
Sally Ann Jones
[Practice (Secondary/High School)] | (Room 604) |
| 68 | Teaching Speech-Writing and Presentation Skills to Dyslexia and Struggling Learners: Through the Teacher's Lens
Premadevi Perumal & Charis Chiong
[Practice (Tertiary)] | (Room 605) |
| 69 | The Development of Language Learner Motivation in Japan: A Self Determination Theory Perspective
Justin Harris
[Research] | (Room 807 Learning Space) |
| 70 | Designing and Implementing an ESP Course for Sports Science Students
Lawittra Boonpok
[Research] | (Level 4 Makerspace) |

PROGRAMME

TUESDAY, 12 MARCH

11:50 – 13:10

Lunch

(Levels 2 & 4)

WORKSHOPS

13:20 – 14:10

W1	Tech-Empowered Techniques for Global Englishes Language Teaching: An Integrated Skill Approach Alfred Weng Tat Lo [Practice (Secondary/High School)]	(Tanglin Room 1)
W2	Embracing Creativity in Materials Development by Teaching Reading with Authentic Materials Siphosenkosi Ncube [Practice (Tertiary)]	(Tanglin Room 2)
W3	Connecting Form, Meaning and Use: Five Ways of Explaining Grammar John Liang [Practice (Tertiary)]	(Room 501)
W4	From Print to Pixels: Navigating Multimodal Texts Ravathi Velayuthan [Practice (Secondary/High School)]	(Room 502)
W5	Leveraging AI for Human-Centered Language Teaching in Education 5.0 Frederic Lim [Research]	(Room 503)
W6	AI-Assisted Assessment Practice in Language Classroom: Benefits, Challenges, and Best Practices Chanrothana Phay & Phearun Samleng [Practice (Tertiary)]	(Room 504)
W7	Language for Work and Play: Technology as a Catalyst for Self-Expression Denise Marie Fernandez, Abigail Wee, Sarah Chan & Sea Fong Liang [Practice (Secondary/High School)]	(Rooms 506/507/508)
W8	Re-Thinking Slide Design: A Pedagogical Workshop on Slide Design for Improving Presentations Esther Soo & Yi-Chin Hsieh [Practice (Tertiary)]	(Room 601)

PROGRAMME

TUESDAY, 12 MARCH

WORKSHOPS

13:20 – 14:10

W9	Leveraging Technology to Raise Metacognitive Awareness for Improved Oracy Skills Rachel Tan & Rafiyah Begum [Practice (Secondary/High School)]	(Room 602)
W10	Enhancing Communication Skills: Practical Strategies for L2 Learners Eng Hai Tan [Practice (Primary/Elementary)]	(Room 603)
W11	Enhancing Students' Grammar Learning Experience Through Gamification Ivy Chan & Chia Mien Tan [Practice (Tertiary)]	(Room 604)
W12	A Learning Moment at ACS(I): AI Integration in Upper Secondary Language Assessment Shawn Lim & Sonia Taj Marican [Practice (Secondary/High School)]	(Room 605)

PARALLEL SESSIONS

14:20 – 14:50

71	Teaching Writing in the Age of AI: Practices of Language Teachers in the ASEAN Region Joel Meniado [Research]	(Tanglin Room 1)
72	Assessing Multimodal Listening: A Pilot Study on the Role of Visuals, Test-Takers' Performance and Perception Shao-wei Liu [Research]	(Tanglin Room 2)
73	Exploring L2 Reading Anxiety: The Case for Eye-Tracking and GSR in Combination with Surveys Andrew Atkins [Research]	(Room 501)
74	"Nothing Lasts Forever": A Story of Teacher Agency in EFL Instruction During the COVID-19 Pandemic Puji Astuti & Teguh Kasprabowo [Research]	(Room 502)

PROGRAMME

TUESDAY, 12 MARCH

PARALLEL SESSIONS

14:20 – 14:50

75	Effect of Explicit Instruction of Formulaic Sequences on the Oral Fluency of Young ESL Learners Sunitha Tumkur [Research]	(Room 503)
76	Understanding Chinese EFL Undergraduates' Self-Regulated Listening Learning in Blended Courses Binyu Yang [Research]	(Room 504)
77	Global Englishes Curriculum Innovation Through Researcher and Teacher Partnership Heath Rose [Research]	(Rooms 506/507/508)
78	Reflective Practice and Phenomenological Writing to Explore the Lived Experiences of Educators Joan Kuroda [Research]	(Room 601)
79	Incorporating Assistive Writing Tools into Autonomous Mutual Learning of English Yasunari Harada [Practice (Tertiary)]	(Room 602)
80	Constructing Policies on Use of AI Tools in Language Education: Considering ChatGPT as a Collaborator Ralph Rose [Practice (Tertiary)]	(Room 603)
81	Critical Thinking Strategies to Harness the Power of ChatGPT in Writing Instruction Santha Thanasingam & Jason Widjaja [Practice (Tertiary)]	(Room 604)
82	Contextualizing and Communicating About Academic Content: A Reading-Writing Component for Nursing Students Peter Collins [Practice (Tertiary)]	(Room 605)

PROGRAMME

TUESDAY, 12 MARCH

PARALLEL SESSIONS

14:20 – 14:50

83 The Effect of Pause Duration in
Listening Materials for EFL Learners
Kosuke Sugai
[Research]

(Room 807
Learning Space)

84 The Reflection of English Teachers'
Sense of Self and Agency in Digital
Era
Desmaizayatri Desmaizayatri
[Research]

(Level 4 Makerspace)

15:00 – 15:20

Coffee Break

(Lobby Level 1)

INVITED SPEAKERS

15:30 – 16:20

9 The Future of English Language
Learning Systems: The Sum of Many
Parts
Mina Patel
[Research]
Chair: Marie Yeo

(Auditorium)

10 Digital Wellbeing for Language
Learners and Teachers
Hayo Reinders
[Research]
Chair: Zhang Weiyu

(Rooms 506/507/508)

PANEL DISCUSSION 2

16:30 – 17:10

Future-Proofing Language Education:
Human Values, Digital Tools, and
Innovative Strategies
Panel:
**Mina Patel; Hayo Reinders;
Christoph Hafner; Tatsuya Nakata
& David Gerlach**
Moderator: Marie Yeo

(Auditorium)

PROGRAMME

WEDNESDAY, 13 MARCH

INVITED SPEAKERS

9:00 – 9:50

11 Wither Language Teaching?
Rebalancing What Matters in ELT in
the Age of AI
Csilla Weninger
[Research]
Chair: Joel Meniado

(Auditorium)

PROGRAMME

WEDNESDAY, 13 MARCH

INVITED SPEAKERS

9:00 – 9:50

12

The Transformative Potential of Dialogue in Education: How does ELT Measure Up?

Jonathan Newton

[Research]

Chair: Marie Yeo

(Rooms 506/507/508)

10:00 – 10:20

Coffee Break

(Lobby Level 1)

PARALLEL SESSIONS

10:30 – 11:00

85

Co-constructed Rubrics in EFL Peer Assessment: Impact on Emotions and Performance

April Zhang

[Research]

(Tanglin Room 1)

86

Collabowrite: The Synergy of AI and EFL Collaborative Writing

Nicolas Emerson

[Research]

(Tanglin Room 2)

87

Re-Humanizing Language Teacher Education Through an International Practicum

Betsy Gilliland

[Research]

(Room 501)

88

A Validity Analysis of an Instrument for Measuring Retention in an EMI Program

Sawako Matsugu & James

Carpenter

[Research]

(Room 502)

89

English Language Teaching and Learning in the Age of AI

Takako Inada

[Research]

(Room 503)

90

Formative Assessment for Learning How to Learn: A Case Study of Vietnamese Tertiary Students

Phuong Cao

[Research]

(Room 504)

91

Relationships Among Engagement, Practice, and Motivation in Junior High School Students: An Analysis Using SEM

Shunsuke Kamemoto, Akiko

Okunuki & Hinako Nakamura

[Research]

(Rooms 506/507/508)

PROGRAMME

WEDNESDAY, 13 MARCH

PARALLEL SESSIONS

10:30 – 11:00

- | | | |
|----|--|----------------------|
| 92 | Varying Effects of Written Corrective Feedback on Accuracy Development According to Target Grammatical Features
Akihiko Sumida
[Research] | (Room 601) |
| 93 | Finding a Balance: The Use of Technology in Student Writing
Christopher Valvona
[Practice (Tertiary)] | (Room 602) |
| 94 | Exploring the Language Instructors' Experiences and Their Practices
Mizuka Tsukamoto
[Practice (Tertiary)] | (Room 603) |
| 95 | Re-Conceptualizing Test Validation Through Rasch Analysis
John Rylander & Tim Stewart
[Practice (Tertiary)] | (Room 604) |
| 96 | Student Teachers' Attitudes Toward and Perceptions of Learner Engagement in Virtual Reality Oral Tasks
Xuyan Qiu
[Practice (Tertiary)] | (Room 605) |
| 98 | Conventional Language Proficiency Assessment Versus Brain Activation and Eye-Tracking Measures
Hideyuki Taura
[Research] | (Level 4 Makerspace) |

PARALLEL SESSIONS

11:10 – 11:40

- | | | |
|-----|--|------------------|
| 99 | On the Promise of Using Artificial Intelligence in Teaching English as a Global Language
Alfred Weng Tat Lo
[Research] | (Tanglin Room 1) |
| 100 | College EFL Instructors' Perception of Self-Directed Learning: Individual Learning or Collaborative Learning?
Yingxuan Li & John Liang
[Research] | (Tanglin Room 2) |

PROGRAMME

WEDNESDAY, 13 MARCH

PARALLEL SESSIONS

11:10 – 11:40

- | | | |
|-----|--|---------------------|
| 101 | Deciphering Spoken Emotional Cues in Masked Communication: An Eye-Tracking Study on Japanese Medical Students
Marcellus Nealy
[Research] | (Room 501) |
| 102 | Linear Distance, Agreement Attraction, and Working Memory Effects on L2 English Subject-Verb Agreement Processing
Montira Berteau & Nattama Pongpairoj
[Research] | (Room 502) |
| 103 | Exploring Interactional Competence Development Through English-Medium Instruction: A Two-Year Longitudinal Case Study in Japanese Context
Akiko Kiyota
[Research] | (Room 503) |
| 104 | Mediating Theory into Practice in Education 5.0: Researchers and Practitioners as Collaborating Epistemic Arbiters
Denchai Prabjandee & Kristof Savski
[Research] | (Room 504) |
| 105 | The Effects of Motivation Types on L2 Shadowing Performances and Overall Proficiency
Alfonsius Andre Novena & Yutaka Yamauchi
[Research] | (Rooms 506/507/508) |
| 106 | L2 Teachers' Blended Assessment Literacy: Why, What, and How?
Xiaoli Su
[Research] | (Room 601) |
| 107 | A Learning Design Based on Multiliteracies and Translanguaging for Student Agency in EFL Classes
Sze Seau Lee Jill & Jie Zhou
[Practice (Tertiary)] | (Room 602) |

PROGRAMME

WEDNESDAY, 13 MARCH

PARALLEL SESSIONS

11:10 – 11:40

- | | | |
|-----|---|----------------------|
| 108 | An Investigation into Learner
Autonomy Among English Major
Freshmen
Thach Thi Quyen
[Practice (Tertiary)] | (Room 603) |
| 109 | Genre-Based Approach to Enhancing
Secondary Students' English Writing
Ability in Science Subjects
Jiaqi Xu & Jack Pun
[Practice (Secondary/High School)] | (Room 604) |
| 110 | Re-Imagining Online Learning Via
MOOCs: Challenges and
Opportunities in Re-Humanizing
Language Education
Peter Mitchell
[Practice (Tertiary)] | (Room 605) |
| 112 | The Implications of Students Using AI
Apps in Writing Class: A Study at
One English Department
Lim Chantha
[Research] | (Level 4 Makerspace) |

11:50 – 13:10

Lunch

(Levels 2 & 4)

PARALLEL SESSIONS

13:20 – 13:50

- | | | |
|-----|---|------------------|
| 113 | Getting to the Heart of Texts:
Developing Students as Critical
Readers
Christine Lam Lai Hwa, Caroline
Ho, Siu Yin Han & Jasvinder Pal
Kaur
[Research] | (Tanglin Room 1) |
| 114 | Technology Integration and
Language Teacher Cognition in
Japan
Daniel Paller, John Molnar & Lee
Alexander
[Research] | (Tanglin Room 2) |
| 115 | Promoting Sustainability in Pre-
Service EFL Teacher Education in
Germany: Findings from a Multiple
Case Study
Juergen Kurtz
[Research] | (Room 501) |

PROGRAMME

WEDNESDAY, 13 MARCH

PARALLEL SESSIONS

13:20 – 13:50

116	The Use of Social Media for Creating Authentic Language Communication Eleni Petraki [Research]	(Room 502)
119	How Much Does Grammatical Knowledge Contribute to L2 Shadowing Performances and Overall Proficiency? Koichi Yamazaki & Yutaka Yamauchi [Research]	(Rooms 506/507/508)
120	Hedging in Academic Writing: An Investigation of Japanese University Students' Use of Modal Verbs Matthew Coomber [Practice (Tertiary)]	(Room 601)
121	Digital Literacy in Academic English Course Nivedita Kumari [Practice (Tertiary)]	(Room 602)
122	Enhancing Language Learning through a Hybrid Teaching Approach: A CoI Framework Study Mariia Shchedrina [Research]	(Room 603)
123	Teachers Initiate an EFL Materials Project at a Large Research University Tim Stewart [Practice (Tertiary)]	(Room 604)
124	The Impact of Cooperative English Communication Activities on WTC in English Hiromasa Ohba [Practice (Tertiary)]	(Room 605)
125	Impersonality, Logic and Simplicity in Science and Engineering Undergraduates' Presentations: A Multimodal Perspective Wenhao Zhang [Research]	(Room 807 Learning Space)

PROGRAMME

WEDNESDAY, 13 MARCH

PARALLEL SESSIONS

13:20 – 13:50

- 126 Promoting Meaningful Learning Outcomes by Foregrounding a Stakeholder Account of L2 Educational Spaces
Gary Fogal
[Research] (Level 4 Makerspace)

PARALLEL SESSIONS

14:00 – 14:30

- 127 Chat GPT's Impact on Motivation and Speaking Proficiency Among Japanese L2 Learners
Shizuko Tomioka
[Research] (Tanglin Room 1)
- 128 Online English teachers or Influencers: A Qualitative Investigation of Online English Teachers' Identity Construction
Jenifer Ho
[Research] (Tanglin Room 2)
- 129 Influence of Digital Technologies on Language Learning Motivation and Learners' Mindsets
Saeko Toyoshima
[Research] (Room 501)
- 130 EFL Students' Wellbeing Literacy: What They Know and What Teachers Need to Know
Sarah Mercer & Miri Tashma Baum
[Research] (Room 502)
- 131 Rehumanizing the Tasks in Japanese High School English Textbooks
Aya Yanagida
[Research] (Room 503)
- 132 Using Automated Transcribers to Assess and Improve Students' Speaking Skills
Duangjaichanok Pansa
[Research] (Room 504)
- 133 The Role of English Exposure Levels on Students' Experiences in English-Medium Learning: A Case Study of Science Students in Hong Kong EMI Classrooms
Jack Pun
[Research] (Rooms 506/507/508)

PROGRAMME

WEDNESDAY, 13 MARCH**PARALLEL SESSIONS****14:00 – 14:30**

- | | | |
|-----|--|---------------------------|
| 134 | A Narrative Inquiry of a Chinese International Student's Language Experiences and Identities in a Multilingual University in Germany
Xiao Zhang
[Practice (Tertiary)] | (Room 601) |
| 135 | Re-Humanizing Higher Education Classroom Teaching: Connecting the Humans Behind the Identity of Teachers and Students
Erick Tan & Rosmawati Rosmawati
[Practice (Tertiary)] | (Room 602) |
| 136 | A Case Study of PBL-Based English Class for Pre-Service Teachers
Eun Hye Lee
[Practice (Tertiary)] | (Room 603) |
| 137 | Learners Generating Questions: Revisiting the Teaching and Learning of Visual Text
Shoo Soon Wee
[Practice (Secondary/High School)] | (Room 604) |
| 138 | Learners' Perceptions and Needs to Drive Pedagogical Efforts in L2 Pragmatics
Sanae Oda-Sheehan
[Practice (Tertiary)] | (Room 605) |
| 139 | How Does Feedback Type Affect the Quality of L2 Writers' Revised Essays? Comparison of Peer Feedback, AWE, and the Two Combined
Yukako Hatakeyama
[Research] | (Room 807 Learning Space) |
| 140 | Investigating Critical-Thinking in the Interactive Learning Environment for EFL Learners
Pranee Seenak & Nareema Sangwiman
[Research] | (Level 4 Makerspace) |

INVITED SPEAKERS**14:40 – 15:20**

- | | | |
|----|--|--------------|
| 13 | Are Your Students Engaged?
Willy Renandya
[Research]
Chair: Alvin Pang | (Auditorium) |
|----|--|--------------|

PROGRAMME

WEDNESDAY, 13 MARCH

PANEL DISCUSSION 3

15:30 – 16:10

Re-humanizing, Re-conceptualizing
and Re-imagining Language Teacher
Education and Professional
Development

Panel:

Willy Renandya; Csilla Weninger;

Jonathan Newton & Julio

Rodriguez

Moderator: Alvin Pang

(Auditorium)

16:15 – 16:20

Conference Round-up

Alvin Pang

(Auditorium)






16:25




Coffee

(Lobby Level 1)

PROFILE OF INVITED SPEAKERS

	<p>Dr Peter I. De Costa is Professor in the Department of Linguistics, Languages, and Cultures and the Department of Teacher Education at Michigan State University. He is the co-editor of TESOL Quarterly and the President-designate of the American Association for Applied Linguistics (AAAL).</p>
	<p>Dr David Gerlach is a full Professor at the University of Wuppertal (Germany). His research and teaching focus on professional development of language teachers, critical pedagogy, and inclusive language teaching. Lately, he has been involved in conceptualizing more critical perspectives for inclusive language teaching and language teacher education in Germany.</p>
	<p>Dr Christoph A. Hafner is an Associate Professor in the Department of English, City University of Hong Kong. He has published widely on English for specific purposes, digital literacies, and language learning and technology. His latest book is <i>Understanding Digital Literacies: A Practical Introduction</i> (2nd edition) (Routledge, 2021, co-authored with Rodney Jones).</p>
	<p>Prof Nobuyuki Hino (Ph.D.) is Professor Emeritus at Osaka University, currently serving as Professor/Language Section Chair in the Institute of General Education at Otemon Gakuin University. A pioneer in teaching English as an International Language (EIL), he is best known for his book <i>EIL education for the Expanding Circle</i> (Routledge).</p>
	<p>Prof Tatsuya Nakata is Professor at College of Intercultural Communication, Rikkyo University, Japan. His research interests include L2 vocabulary acquisition and computer-assisted language learning. His research has appeared in publications such as <i>Studies in Second Language Acquisition</i>, <i>Language Learning</i>, <i>Modern Language Journal</i>, <i>TESOL Quarterly</i>, <i>Language Teaching Research</i>, and <i>Second Language Research</i>.</p>

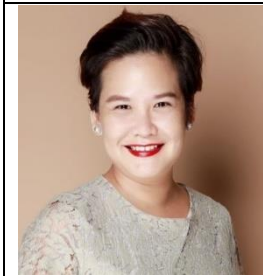
	<p>Dr Jonathan Newton is an Associate Professor and Programme Director for the Master of Applied Linguistics/TESOL Programmes at the School of Linguistics and Applied Language Studies (LALS), Victoria University of Wellington, New Zealand. His research focuses on task-based language teaching (TBLT), teaching listening and speaking, and teaching for intercultural capabilities. See: https://people.wgtn.ac.nz/jonathan.newton</p>
	<p>Ms Mina Patel is Head of Research – Future of English at the British Council. Mina is co-author of Future of English: Global Perspectives (British Council, 2023). Her academic interests lie in the areas of language assessment literacy, teacher education and development and qualitative research methodology.</p>
	<p>Dr Hayo Reinders is TESOL Professor and Director of Research at Anaheim University, USA, and Professor of Applied Linguistics at KMUTT in Thailand. He is founder of the global Institute for Teacher Leadership and editor of Innovation in Language Learning & Teaching. He hosts ‘Teachers Talk Tech’, a Cambridge podcast, and his latest book is ‘From Teacher to Leader’, published by Cambridge University Press & Assessment. He is a speaker for the Royal Society of New Zealand.</p>
	<p>Dr Willy A. Renandya is a Language Teacher Educator with extensive teaching experience in Asia. He currently teaches language education courses at the National Institute of Education, NTU, Singapore. He has given more than 100 keynote presentations at ELT conferences and published extensively in the area of second language education. He maintains a large teacher professional development forum called Teacher Voices:</p>
	<p>https://www.facebook.com/groups/teachervoices/</p> <p>Dr Julio C. Rodriguez is Director of the Center for Language & Technology at the University of Hawai‘i at Mānoa. Within the broad area of instructional technology, he is primarily focused on faculty development programs, project-based learning, materials development, and online course design. He is currently leading the implementation of professional learning programs for language instructors, such as a national project to create professional development for online foreign language teachers, the creation of interactive materials as well as the incorporation of e-instructional tools that enable project-based learning into online learning and faculty development contexts.</p>

	<p>Dr Ruanni Tupas is an Associate Professor of Sociolinguistics in Education at the Institute of Education, University College London, where he is also Programme Leader of MA in In-Service TESOL. He is an Associate Editor of the International Journal of the Sociology of Language. He has been awarded the combined honorary and lifetime membership by the Linguistic Society of the Philippines for his contributions to applied/sociolinguistics in the country.</p>
	<p>Prof Csilla Weninger is an Associate Professor and Head of the English Language and Literature Academic Group at the National Institute of Education, Singapore where she researches and teaches in the areas of digital media literacy and English language education. She is also a lead Editor of the journal Linguistics and Education.</p>
	<p>Dr Bedrettin Yazan is an Associate Professor in the Department of Bicultural-Bilingual Studies at the University of Texas at San Antonio. His research focuses on language teacher identity, teacher collaboration, language policy and planning, and world Englishes. Methodologically he is interested in critical autoethnography, narrative inquiry, and qualitative case study.</p>

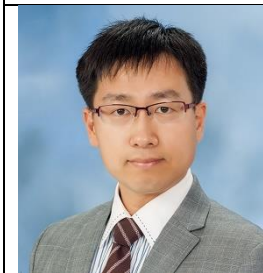
PROFILE OF FEATURED SPEAKERS



Dr Shuhei Kadota is Professor at Kwansai Gakuin University, Japan. His areas of research interest are L2 acquisition and applied linguistics. His recent publications include *Shadowing as a Practice in Second Language Acquisition* (Routledge, 2019) and *Learning of English as a Second language Based on Social Brain Interaction* (Taishukan, 2023).



Dr Woralan Kongpolphrom is an Instructor at Chulalongkorn University Language Institute. She obtained her Ph.D. in Applied Linguistics from Birkbeck College, M.A. in English Language Studies and Methods from University of Warwick and B.A from Faculty of Arts, Chulalongkorn University. Her research interests include classroom discourse, business communication, and corpus linguistics.








Dr Seongyong Lee is an Assistant Professor at University of Nottingham Ningbo, China. His research interests include CALL and Global Englishes. His articles have appeared in *Computer Assisted Language Learning*, *Computers & Education*, *TESOL Quarterly*, *Education & Information Technologies*, *Interactive Learning Environments*, *English Today*, *Applied Linguistics Review*, *Lingua*, *System*, among others.



Dr Grace Lim Jia Wei is a Senior Lecturer at the Faculty of Education, Universiti Malaya. She lectures and supervises postgraduates in TESL, with a primary focus on literature pedagogy. Stemming from research on post-secondary Literature in English education, she is also interested in related fields of reader response, reading, and literature in language education.



Dr Sterling Plata is an Associate Professor at the Department of English and Applied Linguistics at De la Salle University. She is the Vice President of PALT and an Education for Sustainable Development champion. Her research interests include service learning, feedback, growth mindset, Gen AI, and translanguaging.

	<p>Dr Banchakarn Sameephet is a Lecturer at Khon Kaen University, serving as the secretary of the Association of English Teachers in Thailand. He holds a Ph.D. in applied linguistics from the University of Waikato, New Zealand, and focuses on EMI, Translanguaging, and Global Englishes in language teaching.</p>
	<p>Ms Panhchaneath Sokheng is a Campus Manager at the Australian Centre for Education as well as, IDP Education Cambodia. She received her Master of TESOL from the University of Auckland and is currently pursuing her IDLTM from the University of Queensland. Her research interest lies in ELT management and organization development, EdTECH and innovation in language teaching.</p>
	<p>Prof Motikala Subba Dewan is the NELTA President, Associate Professor, Department Head of English, Ratna Rajyalaxmi Campus, Tribhuvan University, advocate, member of Asian Creative Writing Group. Her research includes TESOL, stylistics, empowering teachers, ELT in the multicultural and multilingual context. Jointly published Language Shift in Newar, and Training Manual for 11-12 Grades, 2022.</p>
	<p>Prof Peng Wu got his Ph. D. from Leiden University and Doctor of Arts from Zhejiang University. He is now Professor of Foreign Language and Literature and Dean of Overseas Education College at Jiangsu University. His research interests include Pragma-Dialectics, Discourse Studies and (foreign) language education.</p>
	<p>Prof Issy Yuliasri is Professor of Applied Linguistics at the Faculty of Languages and Arts, Universitas Negeri Semarang (UNNES). She currently teaches the Undergraduate and Graduate Students of English Education in the university. Her research interests cover Translation and English Language Teaching (ELT). She has been actively speaking at conferences both in Indonesia and other countries on the topics of translation and ELT. She also gives pre-service and in-service professional development workshops to English teachers all over Indonesia.</p>

CONFERENCE HIGHLIGHTS

INVITED SPEAKERS

As in previous years, a select group of distinguished scholars in the field of language education will present plenary papers at the RELC International Conference. This year, the internationally acknowledged speakers are **Peter De Costa, David Gerlach, Christoph Hafner, Nobuyuki Hino, Tatsuya Nakata, Jonathan Newton, Mina Patel, Hayo Reinders, Willy Renandya, Julio Rodriguez, Ruanni Tupas, Csilla Weninger and Bedrettin Yazan.**

FEATURED SPEAKERS

The Featured Speakers representing our international conference partners will present parallel papers at the RELC International Conference. The speakers to be acknowledged are **Shuhei Kadota, Woralan Kongpolphrom, Seongyong Lee, Grace Lim Jia Wei, Sterling Plata, Banchakarn Sameephet, Panhchaneath Sokheng, Motikala Subba Dewan, Peng Wu and Issy Yuliasri.**

PARALLEL AND WORKSHOP SESSIONS

There are 140 Parallel Sessions and 12 Workshop Sessions to be given by speakers from within the Southeast Asian region and beyond. Attendance at the workshop sessions will be on a *'First-Come-First-Served'* basis.

CONFERENCE OFFICIALS

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Mr Allan Lim
Mr Kuck Jinn Min
Mr Brendan Say

ACKNOWLEDGEMENTS

SEAMEO Regional Language Centre would like to express its appreciation to the Guest-of-Honour, Datuk Dr Habibah Abdul Rahim, Director, SEAMEO Secretariat for delivering the Opening Address of the 58th RELC International Conference.

The Centre acknowledges with sincere gratitude the continued goodwill and support of member countries, associate member countries, institutions, organizations and professionals around the world. The Centre expresses its deepest appreciation to the following sponsors:

- British Council
- Cambridge University Press & Assessment
- Goethe Institut
- Ministry of Education, Culture, Sports, Science and Technology (MEXT)
- University of London

The Centre values the continued support of its international conference partners: Cambodia TESOL, CULI, JACET, KATE, MELTA, NELTA, PALT, TEFLIN, Thailand TESOL, and 21st Century English Media Education, China Daily.

The Centre also wishes to thank the Invited Speakers, Featured Speakers, Speakers of Parallel and Workshop Sessions and all others who, in one way or another, have contributed to the success of the 58th RELC International Conference.



The *RELC Journal*, established in 1970, is a triannual peer-reviewed international publication of the Southeast Asian Ministers of Education Organisation (SEAMEO) Regional Language Centre (RELC), located in Singapore. It publishes original research and review articles on topics pertinent to language teaching and learning. [View full journal description](#)
This journal is a member of the [Committee on Publication Ethics \(COPE\)](#).



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For You to Remember

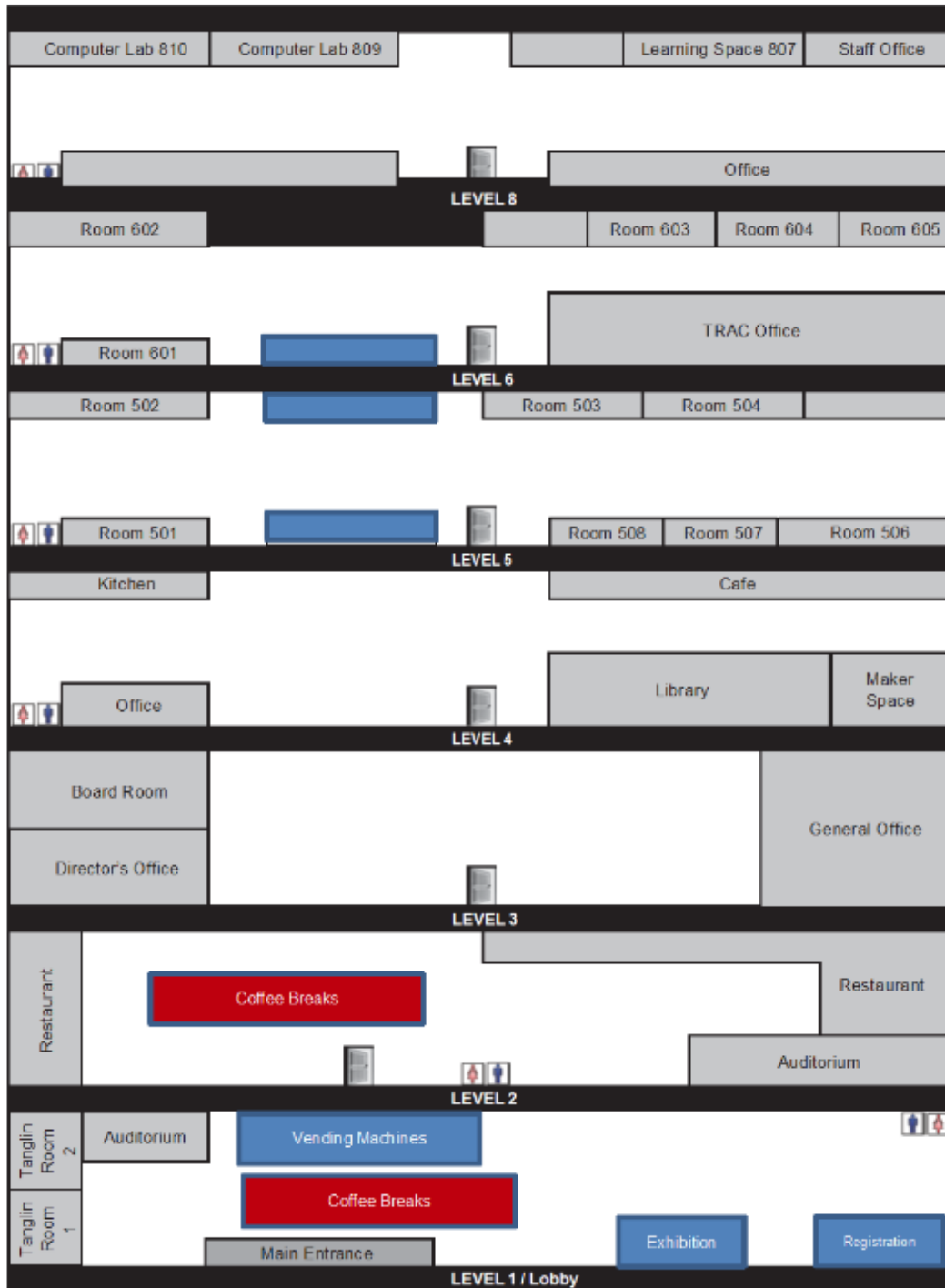
1. **Name Tag**
Please wear your name tag with the lanyard at all times during the Conference for identification purposes and attendance at all sessions.
2. **Opening Ceremony**
Kindly be seated in the Auditorium by 08:45 on Monday, 11 March 2024. For security reasons, participants without name tags or confirmation email of registration will not be allowed entry into the Auditorium. Bags may also be checked before admittance to the Auditorium. We seek your cooperation with the security staff and/or ushers on duty that morning.
3. **Conference Lunches**
Halal international buffet lunches will be served at Level 2 and Level 4. Please wear your name tags with the lanyard so that the staff on duty can direct you to the lunch venue.

From Day 2, in lieu of conference lunch, Muslim presenters/participants may collect packed dinner from the staff on duty at Level 1 after 5.15 p.m. before breaking fast.

During your 'free' lunch time, do visit the exhibition booth at Level 1 and the RELC Library at Level 4.
4. **Prayer Rooms**
Two designated prayer rooms are available at Level 9 and will be open throughout the day. Room 907 is for male presenters/participants and Room 908 is for female presenters/participants.
5. **Nursing Room**
A nursing room that comes with a fridge that has a freezer compartment is available on Level 17. Please approach the Conference Registration Counter for the room key.
6. **Drinking Water**
Water dispensing machines are located on Levels 5 and 6. You may also refill hot coffee or tea in your own thermal bottle at Level 1.

7. **Seating Capacity**
Due to fire regulations, the number of participants for the respective rooms is strictly limited and under no circumstances can we allow an 'overflow' in the rooms. We appreciate your understanding and cooperation. Staff on duty have been instructed to turn away participants once the rooms are full.
8. **Conference Updates**
Please check the digital signboards or the notice board at Level 1 for updates or for notices placed in conference rooms for any unforeseen cancellations.
9. **Conference Evaluation and Certificates of Attendance**
Presenters/Participants will receive an email to complete the on-line Conference Evaluation Form after the conference event. Thereafter, they will receive a soft copy of Certificate of Attendance through the Conference portal.
10. **Wireless Internet Access (WIFI)**
Free access to wireless internet services will be made available during the duration of the conference. WIFI: RELC_Wireless_Conference (no password needed).
11. **HDMI Cable for Projector**
All conference rooms will have HDMI connection to the projector. Presenters who intend to use their own device are reminded to have the required conversion adapter.
12. **Mobile Phones**
Please remember to turn all mobile phones to silent mode during all ceremonies and presentations, so as not to disturb the speakers and other participants.
13. **Emergencies**
In the event of any health emergency, please contact the Conference Registration Counter, Level 1, or the Front Desk of the RELC International Hotel, Level 1, for assistance.
14. **RELC Car Park Coupons**
Single-entry RELC car park coupons are available at a special flat rate of \$8 per entry to conference presenters/participants for the duration of the conference. They can be purchased at the Front Desk, RELC International Hotel, Level 1.

CONFERENCE DIRECTORY



REL C BUILDING

**59th RELC International Conference
17 – 19 March 2025**

Learning and Teaching English in Multilingual and Multicultural Contexts

Rationale:

The complex landscape of communication in today's postmodern era of globalization, characterized by its multilingual, multicultural, and multimodal dimensions, necessitates a critical re-evaluation of the various perspectives, positions, policies, and purposes in English language learning and teaching. The traditional monolingual and monocultural approach to English Language Teaching (ELT) no longer suffices in the face of such diversity. Instead, educators must be inspired to learn to navigate the complexities of multilingual and multicultural contexts, recognizing the richness inherent in linguistic and cultural plurality. This requires a shift from prescriptive methodologies to inclusive pedagogical frameworks that legitimately recognise and honour learners' rich linguistic repertoires and cultural identities. By embracing a dynamic understanding of language, educators can create learning environments that foster intercultural communicative competence.

The 59th RELC International Conference serves as a forum for stakeholders to engage in critical dialogue and collaborative inquiry. By examining current perspectives, positions, policies, and objectives of one's pedagogical approaches, curriculum guidelines, and assessment methods, participants can identify areas for improvement and innovation. Through the exchanges of ideas and insights, we aim to explore the prospects and possibilities of learning and teaching English in multilingual and multicultural contexts.

Aims:

The 59th RELC International Conference has the following aims:

- To bridge the gap between theory and practice in teaching English for intercultural communication;
- To create opportunities for collaborative inquiry among academics, practitioners, and policymakers to explore innovative approaches and best practices in response to the multilingual, multicultural and multimodal nature of today's communicative exchanges;
- To foster a greater understanding of the multifaceted roles of English within a globalized context, emphasizing its far-reaching implications for language education and professional development.

The organizers invite submissions of papers and workshops that approach the conference theme, including, but not limited to, the following:

Topic Areas

- Intercultural communication in English language teaching
- Promoting an inclusive culture in the globalised English language classrooms.
- Intercultural competence in the global workforce
- Translanguaging in the globalised English language classrooms.
- Multiliteracies and the globalised English language classrooms
- Role of technology in fostering learning across languages and cultures
- Assessing English proficiency of multilingual learners of English
- Curriculum and materials for developing intercultural competence
- Multilingualism and multiculturalism in language teacher professional development
- Identities and investment in language education in the globalized world.