Southeast Asian Ministers of Education Organization
Regional Language Centre

59ᵗʰ RELC International Conference

Learning and Teaching English in

Multilingual and Multicultural Contexts

17 – 19 March 2025

at RELC International Hotel
30, Orange Grove Road
Singapore 258352

PROGRAMME

Supported by:

BRITISH COUNCIL   KINSEIDO   UNIVERSITY OF LONDON   REGIONAL ENGLISH LANGUAGE OFFICE

Conference Secretariat
SEAMEO Regional Language Centre
30 Orange Grove Road, Singapore 258352
Website: https://www.relc.org.sg/conferences-events/conference-2025-1/

@SeameoRELC   @SeameoRELC   @seameorelc   /company/seameo-relc

(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 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.

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.

CONTENTS

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

Date / Time	07:45 – 08:35	09:00 – 09:25	09:30 – 10:00	10:10 – 11:00	11:10 – 12:00	12:10 – 13:25	13:35 – 14:05	14:15 – 14:45	14:55 – 15:25	15:35 – 16:05	16:15 – 16:35	16:45 – 17:35
Monday 17 March	Registration	Official Opening	Reception	Invited Speakers Ewan MacRae (1) Corinne Seals (2)	Invited Speakers John O'Regan (3) Fan Fang (4)	Lunch	Featured Speaker Sessions (1-8)	Parallel Sessions (1-12)	Parallel Sessions (13-24)	Parallel Sessions (25-36)	Coffee Break	Invited Speakers Charles Browne (5) Alice Chik (6)

Date / Time		09:00 – 09:50	10:00 – 10:20	10:30 – 11:00	11:10 – 11:40	11:50 – 12:20	12:30 – 13:45	13:55 – 14:45	14:55 – 15:25	15:35 – 15:55	16:05 – 17:00	
Tuesday 18 March		Invited Speakers Karen Ogulnick (7) Heath Rose (8)	Coffee Break	Parallel Sessions (37-48)	Parallel Sessions (49-60)	Parallel Sessions (61-72)	Lunch	Invited Speakers Tomokazu Ishikawa (9) Jirada Wudthayagorn (10)	Parallel Sessions (73-84)	Coffee Break	Dialogues with Invited Speakers (D1-D3)	

Date / Time		09:00 – 09:50	10:00 – 10:20	10:30 – 11:00	11:10 – 11:40	11:50 – 12:20	12:30 – 13:45	13:55 – 14:45	14:55 – 15:25	15:35 – 16:25		16:30 – 16:40
Wednesday 19 March		Invited Speaker Andy Curtis (11)	Coffee Break	Parallel Sessions (85-93, 119, 121)	Parallel Sessions (94-102, 120)	Parallel Sessions (103-111)	Lunch	Workshops (W1-W11)	Parallel Sessions (112-118)	Invited Speaker Viniti Vaish (12)		Conference Round-up 16:40 Coffee

13:30 - 17:30	Registration and collection of conference materials by overseas/local speakers and participants

07:45 – 08:35	Registration and collection of conference materials by overseas/local speakers and participants

09:00 – 09:25   **OPENING CEREMONY**   (Auditorium)

Welcome and Opening Remarks by
Ms Susan Leong
Centre Director, SEAMEO Regional Language Centre

Opening Address from Guest-of-Honour
HE Juan Edgardo M. Angara
Secretary of Education of the Philippines

Photo-taking for Invited Speakers

Housekeeping Matters

09:30 – 10:00   Reception   (Lobby Level 1)

INVITED SPEAKERS

10:10 – 11:00   1   Language Responsive Education in
the Teaching of, in, and Through
English
Ewan MacRae
[Research]
Chair: Marie Yeo   (Auditorium)

2   Increasing Learner Investment and
Positive Identity Practices Through
Translanguaging Pedagogies
Corinne Seals
[Research]
Chair: Roby Marlina   (Rooms 506/507/508)

11:10 – 12:00   3   Superdiverse Translingualism and
the Structuralist Dynamics of English
as a Global Language
John O'Regan
[Research]
Chair: Alvin Pang   (Auditorium)

MONDAY, 17 MARCH

INVITED SPEAKERS

11:10 – 12:00	4	Reflecting on the Integration of Global Englishes and Translanguaging in English Language Education ***Fan Fang*** [Research] Chair: Roby Marlina	(Rooms 506/507/508)
12:10 – 13:25		Lunch	(Levels 2 & 4)

FEATURED SPEAKERS

13:35 – 14:05	1	Unveiling the Reading Instruction in General English Courses for Undergraduates in Thailand: A National Survey ***Mintra Puripunyavanich (Featured Speaker representing CULI)*** [Research]	(Tanglin Room 1)
	2	Navigating Identity: English Language Teachers as Global Speakers of English in Japan's Changing Educational Landscape ***Atsuko Watanabe (Featured Speaker representing JACET)*** [Research]	(Tanglin Room 2)
	3	Enhancing Writing Performance: The Role of ChatGPT and Genre-Specific Feedback in Korean EFL Education ***Yoonhee Choe (Featured Speaker representing KATE)*** [Research]	(Room 502)
	4	Managing Stress in English Language Teaching Through Emotion-Regulation Strategies ***Athip Thumvichit (Featured Speaker representing ThaiTESOL)*** [Research]	(Room 503)
	5	Fostering Cross-Cultural Understanding Through Storytelling ***Premalatha Nair (Featured Speaker representing MELTA)*** [Research]	(Rooms 506/507/508)

MONDAY, 17 MARCH

FEATURED SPEAKERS

13:35 – 14:05	6	Navigating Change: Transnational Mobility and Identity Investment Among International Students in Indonesia's English Teacher Education ***Sary Silvhiany (Featured Speaker representing TEFLIN)*** [Research]	(Room 602)
	7	Transforming English Literacy Education with AI and Multimodal Technologies: Preparing Learners for the Digital Age ***Yan Li (Featured Speaker representing 21st Century EME, China Daily)*** [Research]	(Room 603)
	8	Constructing Teachers' Identity Through Multimodal Approach: Voice, Fun, Content and Strategies ***Ashok Sapkota (Featured Speaker representing NELTA)*** [Practice (Secondary/High School)]	(Room 604)

PARALLEL SESSIONS

14:15 – 14:45	1	Developing ESL Learners' Multicultural Competencies via Simulated Workplace Scenarios: An Experiential Activity-Based Approach ***Holly Ho & Nicole Tavares*** [Practice (Secondary/High School)]	(Tanglin Room 1)
	2	A Confirmatory Factor Analysis of the Positive L2 Self System for English Learners in Japan ***Matthew Apple*** [Research]	(Tanglin Room 2)
	3	From CLIL to ELT to EME ***Mizuka Tsukamoto*** [Practice (Tertiary)]	(Room 501)
	4	Pedagogical Reflections on the Impact of Introducing Generative AI in the Classroom: A Pilot Study ***Roger Winder, Susan Khoo & Shu Yun Li*** [Practice (Tertiary)]	(Room 502)

MONDAY, 17 MARCH
PARALLEL SESSIONS
14:15 – 14:45

5   Medical Vocabulary Familiarity
Among Undergraduates in Medicine:
A Comparative Exploratory Study
Noriko Matsuda & Motoko Asano
[Research]   (Room 503)

6   Multiliteracies and the Globalised
English Classrooms
Tasnim Areff
[Practice (Primary/Elementary)]   (Room 504)

7   Generative AI Tools and
Empowerment in L2 Academic
Writing
***Benjamin Moorhouse, Yuwei Wan,
Chenze Wu & Meixin Wu***
[Research]   (Rooms 506/507/508)

8   Exploring Dialogic Teaching:
Enhancing Communication Skills in
Malaysian Higher Education
Thilaga Ravinthar
[Research]   (Room 601)

9   Generative AI as a Catalyst for
Communication: Exploring Its Impact
on Learners in EMI Education
Ya-Wen Lin
[Practice (Tertiary)]   (Room 602)

10   Exploring SIT Students' Perspectives
on the Effectiveness of GenAI as a
Supplementary Learning Tool
Padma Rao
[Practice (Tertiary)]   (Room 603)

11   Exploring Adaptive Expertise: How L2
Writing Teachers Incorporate AI-
Powered Tools in Instructions
Mayumi Asaba
[Research]   (Room 604)

12   Making It Work: A Teacher's PBL
Journey in a Low Resource Rural
School
***Josephine Eddie Saga & Felicia
Tersan***
[Practice (Secondary/High School)]   (Room 605)

MONDAY, 17 MARCH
PARALLEL SESSIONS
14:55 – 15:25

13   Toward Reflective Translanguaging
      in Asian ELT: Five Principles
      Kristof Savski
      [Research]   (Tanglin Room 1)

14   Delivering Differentiated Reading
      Instruction Using AI Technology to
      Empower Students as Self-Directed
      Learners
      *Bernard Ng, Jason Yuk Lung Lee &
      David Cooper*
      [Practice (Primary/Elementary)]   (Tanglin Room 2)

15   University Instructors' Support for
      Student Motivation in In-Person and
      Online EFL Classes in Japan
      Takako Moroi
      [Research]   (Room 501)

16   Pedagogical Translanguaging in the
      Early Grade Classrooms of the
      Multilingual-Relocated Communities
      Jerome Hilario & Darren Rey Javier
      [Practice (Primary/Elementary)]   (Room 502)

17   L2 Students' Gradeless Assessment
      of Digital Multimodal Composing:
      Unlocking Multiliteracies Through
      Rubric-Referenced, Multisource
      Feedback
      Yuming Liu & Ricky Lam
      [Practice (Tertiary)]   (Room 503)

18   An Analysis of English Learning
      Goals and Actions for Goal
      Achievement: The Japanese EFL
      Context
      Satomi Shinohe
      [Research]   (Room 504)

19   Enhancing Academic Literacy Across
      the Curriculum: Guiding Language &
      Content Teachers with the Four
      Strands Framework
      Chew Tec Heng Edwin & Marie Yeo
      [Practice (Secondary/High School)]   (Rooms 506/507/508)

MONDAY, 17 MARCH

PARALLEL SESSIONS
14:55 – 15:25

20   Online English Teaching as a Digital Community: Intercultural Collaboration at a Cambodian Supplemental School
Tomomi Deguchi
[Research]   (Room 601)

21   Exploring Pedagogical Translanguaging in English Language Teaching: A Qualitative Study
Bushra Naseem
[Research]   (Room 602)

22   Designing a Multiliteracy Professional Development Program for English Teachers: Impact on Perceptions and Teaching Practices
Hung-chun Wang
[Research]   (Room 603)

23   Teaching Techniques That Improve Listening Comprehension in Global Englishes Classes
Fu-Yen Chiu
[Research]   (Room 604)

24   Modified Speech: Pedagogical Beliefs and Practices of Experienced Teachers
Steven Lim
[Research]   (Room 605)

PARALLEL SESSIONS
15:35 – 16:05

25   Integrating a Model of Intercultural Awareness to Enhance Pre-Service ELT Teachers' Intercultural Awareness
Nattida Pattaraworathum
[Research]   (Tanglin Room 1)

26   Investigation of Dynamic Interactions Between Education Language Policy and Secondary School English Teachers in Singapore
Cassandra Lim
[Research]   (Tanglin Room 2)

PARALLEL SESSIONS
15:35 – 16:05

27   The Impact of eTandem Online International Exchange on English Learning of Elementary School Students
Yoko Koyama
[Practice (Primary/Elementary)]   (Room 501)

28   Developing English Communicative Competence for Communication in a Globalized World
Nagasaki Mutsuko, Sunao Orimoto & Kristin Armitage
[Practice (Tertiary)]   (Room 502)

29   Towards an Inclusive Bilingual Pedagogy in Physical Education: Taiwanese Teachers' and Students' Experiences
Wen-Chuan Lin
[Research]   (Room 503)

30   Enhancing Reading Comprehension and Writing Skills with Play-Based Pedagogy and Universal Design for Learning
Leslie Lai & Celestine Goh Celine
[Practice (Primary/Elementary)]   (Room 504)

31   AI Prompt Literacy: Students' Perceptions and Practices
Csilla Weninger & Huimin Xu
[Research]   (Rooms 506/507/508)

32   Navigating Emotion Labor while Integrating Ideological Education into ELT: A Case Study in China
Tao Xiong
[Practice (Secondary/High School)]   (Room 601)

33   Exploring the Impact of the "Speak Good English/Singlish Movements" on Learners' World Englishes Awareness
Tomoyuki Kawashima
[Practice (Tertiary)]   (Room 602)

34   "I Believe…." Identity Construction in Indian Learners' Argumentative Writing: A Corpus-Based Genre Approach
Navya Bahl
[Practice (Tertiary)]   (Room 603)

MONDAY, 17 MARCH
PARALLEL SESSIONS

15:35 – 16:05	35	Enabling the Development of 'Critical Curatorship' Through the Use of Generative AI in Teacher Education **Tanya Kempston** [Practice (Tertiary)]	(Room 604)
	CANCELLED 36	Towards a Framework for Enhancing Pre-Service Teachers AI Literacy Using Microlearning **Lucas Kohnke** [Practice (Secondary/High School)]	(Room 605)
16:15 – 16:35		Coffee Break	(Levels 1 & 2)

INVITED SPEAKERS

| 16:45 – 17:35 | 5 | Words for Success, Words for Life: Introducing the NGSL Project **Charles Browne** [Research] Chair: Joel Meniado | (Auditorium) |
| | 6 | Enabling Transformative Language Learning Experience and Contexts: A Lifespan Approach **Alice Chik** [Research] Chair: Alvin Pang | (Rooms 506/507/508) |

PROGRAMME

TUESDAY, 18 MARCH
INVITED SPEAKERS

9:00 – 9:50	7	Best Practices for Teaching Language and Content in Multilingual Classrooms **Karen Ogulnick** [Research] Chair: Alvin Pang	(Auditorium)
	8	Mapping an Agenda for Future Research into English Medium Instruction **Heath Rose** [Research] Chair: Weiyu Zhang	(Rooms 506/507/508)
10:00 – 10:20		Coffee Break	(Levels 1 & 2)

TUESDAY, 18 MARCH
PARALLEL SESSIONS
10:30 – 11:00

37	Virtual Educational Therapy – Experiences and Perceptions of Educational Therapists at the Dyslexia Association of Singapore ***Nurul Hudaa Binte Mohamed Daud*** [Research]	(Tanglin Room 1)
38	Which Task More Influences Speaking Practice Using Task Repetition in L1, Open or Cloze? ***Masaki Date*** [Research]	(Tanglin Room 2)
39	Addressing the Cultural Content Imbalance of Prescribed Materials: A Narrative Inquiry on Edufluencers' Textual Cycles ***Myzatul Sarah Binti Yusof*** [Practice (Primary/Elementary)]	(Room 501)
40	Uncovering Teaching Practicum Experience Through Reflective Teaching Model: Insights from Pre-Service Teachers in Cambodia ***Sarina Monh & Phearun Samleng*** [Practice (Tertiary)]	(Room 502)
41	Generative Artificial Intelligence in Translation: Chinese EFL Students' Perceptions on Benefits, Challenges, and Support Strategies ***Chenze Wu*** [Research]	(Room 503)
42	Co-Operative Processes in an L2 Classroom for the Visually Impaired ***James Carpenter*** [Research]	(Room 504)
43	Integrating Generative AI in Enhancing Students' Writing Skills ***Erica Reyes Rodriguez, Yeou Chiann Angeline Ng & Mei Lin Caroline Ho*** [Research]	(Rooms 506/507/508)
44	A Study of Teachers' Perceptions of Students' Linguistic Identities in Indian Multilingual Classrooms ***Muthyalu Ashwini*** [Practice (Secondary/High School)]	(Room 601)

TUESDAY, 18 MARCH

PARALLEL SESSIONS
10:30 – 11:00

45 Guidance on How to Develop English Pronunciation Teaching Materials: Feedback from Japanese Preservice Teachers
Yoko Uchida & Junko Sugimoto
[Practice (Tertiary)]   (Room 602)

46 From Classroom to Boardroom: Improving Students' Oral Skills in Business Contexts with Mini-Lessons
Hsing Huang Liang
[Practice (Tertiary)]   (Room 603)

47 Exploring Vietnamese Preservice English Teachers' Perceptions of Global Englishes Language Teaching: A Mixed-Methods Study
Nhan Vu Hoai Dang
[Research]   (Room 604)

48 Japanese University Students' Engagement in Machine Translation-Facilitated Writing: A Mixed-Methods Approach
Mariko Yuasa
[Research]   (Room 605)

PARALLEL SESSIONS
11:10 – 11:40

49 Promoting Student-Teachers' Multicultural Awareness Through Collaborative Online International Learning (COIL) in Teacher Education – Lessons Learnt
Nicole Tavares
[Practice (Tertiary)]   (Tanglin Room 1)

50 Understanding Emotion Regulation for Academic Buoyancy: Chinese University Students' Experiences in EMI Programs
Yue Peng & Sihan Zhou
[Research]   (Tanglin Room 2)

51 Translanguaging at Kindergarten Level in India: An Investigation of Heteroglossic Learning Space
Adeeba
[Practice (Primary/Elementary)]   (Room 501)

TUESDAY, 18 MARCH
PARALLEL SESSIONS
11:10 – 11:40

52   Employment and English Education
in Multicultural Contexts: A Case of
One Tertiary Institute in Cambodia
Chan Narith Keuk & Tith Mab
[Research]   (Room 502)

53   Enhancing Intercultural
Communication Skills Through Online
Tutoring and Self-Study
Megumi Nishikawa
[Research]   (Room 503)

54   "My Kid Must Be Fluent in English!":
Retrospective Investment in Early
English Education
Sei Sumi & Tomomi Deguchi
[Research]   (Room 504)

55   GenAI as a Catalyst: The
Development of Language Teachers'
GenAI Literacy and
Multicultural/Multilingual Competence
Yuwei Wan & Benjamin Moorhouse
[Practice (Tertiary)]   (Rooms 506/507/508)

56   Strategy Use of College Students in a
Flipped Content Course in English-
Medium Instruction
Hui-Ju Lin
[Research]   (Room 601)

57   Qualitative Analyses of Interaction
Between Online Tutorial Teachers
and Japanese Learners of English
Atsushi Iino & Brian Wistner
[Practice (Tertiary)]   (Room 602)

58   Building a Shared Community: The
Training of Community Interpreters in
Singapore
Yukun Chen
[Research]   (Room 603)

59   Enhancing Intercultural Engagement
in Extensive Reading
Shoo Soon Wee
[Practice (Secondary/High School)]   (Room 604)

TUESDAY, 18 MARCH

PARALLEL SESSIONS
11:10 – 11:40   60   Examining Changes in Teacher and
                                  Student Attitudes Towards
                                  Computers in the Classroom: A Case
                                  Study
                                  Steven Lim
                                  [Research]   (Room 605)

PARALLEL SESSIONS
11:50 – 12:20   61   Exploring the Emotion-Motivation
                                  Nexus in English-Medium Higher
                                  Education
                                  Sihan Zhou
                                  [Research]   (Tanglin Room 1)

                        62   Developing Intercultural Competence
                                  Through Video Learning and Creation
                                  Among Japanese University Students
                                  Yukari Takahashi
                                  [Research]   (Tanglin Room 2)

                        63   Enhancing L2 Acquisition Through
                                  Teacher Professional Development:
                                  Remedial Instruction in Malaysian
                                  Upper Primary Education
                                  Sheila Ramasamy
                                  [Practice (Primary/Elementary)]   (Room 501)

                        64   Duoethnography for Reflective
                                  Practice: How Can It Enhance
                                  Teacher Identity?
                                  *Sanae Oda-Sheehan & Yukako
                                  Hatakeyama*
                                  [Practice (Tertiary)]   (Room 502)

                        65   The Development of a Tour-Guiding
                                  Course and the Impact on Learners'
                                  Intercultural Awareness and Self-
                                  Efficacy
                                  Hui-chia Judy Shih
                                  [Practice (Tertiary)]   (Room 503)

                        66   Finding Your Own Voice in English
                                  Through Participating in the Model
                                  United Nations
                                  Yuko Ikuta
                                  [Research]   (Room 504)

TUESDAY, 18 MARCH

PARALLEL SESSIONS
11:50 – 12:20

	67	ELF in ELT: Resisting Monolingual Perspectives ***Paul McBride*** [Research]	(Rooms 506/507/508)
	68	Activities Using Machine Translation Tools (MT) in University English Classes ***Yuko Nakano*** [Practice (Tertiary)]	(Room 601)
	69	Bilingual Beats: Exploring Language and Identity Through Multicultural Rap Music ***Denise Marie Fernandez*** [Practice (Secondary/High School)]	(Room 602)
	70	Measuring Engagement Using Brain Waves in a Speaking Task Among Undergraduate Students ***Jeffrey Dawala Wilang*** [Research]	(Room 603)
	71	Do Bilingual Learners Exhibit Different Moral Judgments? Responses to 'Two Souls in a Bilingual Mind' ***Wenhsien Yang*** [Research]	(Room 604)
	72	From Pronouns to Practice: Cultivating Inclusivity in ELT Classrooms ***Kirti Singh*** [Research]	(Room 605)
12:30 – 13:45		Lunch	(Levels 2 & 4)

INVITED SPEAKERS
13:55 – 14:45

	9	Decolonial Translanguaging and Transcultural Communication ***Tomokazu Ishikawa*** [Research] Chair: Roby Marlina	(Auditorium)
	10	English Language Teaching and Assessment in Thai Higher Education: Policies and Practices ***Jirada Wudthayagorn*** [Research] Chair: Marie Yeo	(Rooms 506/507/508)

TUESDAY, 18 MARCH
PARALLEL SESSIONS
14:55 – 15:25

73 Questioning Strategy and Teacher-Student Interactions in the Online 1:1 Synchronous EFL Lessons
Jiajun Li
[Research] (Tanglin Room 1)

74 Morphological Analysis of Orthographic Errors Among Junior High School Students and Their Social Media Use
Christopher Abanales
[Research] (Tanglin Room 2)

75 Teacher Talk Strategies in Practice: Analyzing Student Engagement and Development Through Picture Book Reading
Waka Koshiba
[Practice (Primary/Elementary)] (Room 501)

76 Linguistic Profiles of Research Articles: Rethinking the Role of Disciplines in Shaping Writing Practices
Weiyu Zhang
[Research] (Room 502)

77 Fostering Multimodal Literacy Through Generative-AI-Supported E-Portfolios in EFL Classrooms
Yue Ni & Ricky Lam
[Practice (Tertiary)] (Room 503)

78 A Survival Analysis of an EMI Program in Japan
Sawako Matsugu
[Research] (Room 504)

79 The Effect of Prosodic Intervention on Incidental L2 Phrase Learning
Shusaku Kida, Kazuhito Yamato & Takamichi Isoda
[Research] (Rooms 506/507/508)

80 The Impact of Translanguaging in Uzbek Classrooms: An Experimental Case Study
Sasi Sekhar Mallampalli
[Research] (Room 601)

TUESDAY, 18 MARCH
PARALLEL SESSIONS

14:55 – 15:25	81	Strategies in Word Recognition Instruction Among Grade 7 English Language Teachers *Presley De Vera* [Research]	(Room 602)
	82	Teaching Texts in Translation in the Pre-University Classroom: Why Do It and How? *Angela Chew* [Practice (Secondary/High School)]	(Room 603)
	83	Investigating the Influence of ChatGPT Feedback on EFL English Majors' Argumentative Writing: Students' Perspective *Yu-Hsuan Yeh Liu* [Practice (Tertiary)]	(Room 604)
	84	Redefining Professional Development: Coaching Teachers in Culturally Complex Environments *Felicia Tersan* [Research]	(Room 605)
15:35 – 15:55		Coffee Break	(Levels 1 & 2)

DIALOGUES WITH INVITED SPEAKERS

16:05 – 17:00	D1	Translanguaging in Multilingual and Multicultural Classrooms **Tomokazu Ishikawa; Corinne Seals; Fan Fang & Viniti Vaish** Moderator: Roby Marlina	(Rooms 506/507/508)
	D2	Language of Instruction and Assessment in Multicultural Contexts **Heath Rose; Ewan MacRae; Charles Browne & Jirada Wudthayagorn** Moderator: Marie Yeo	(Rooms 603/604)
	D3	Transformative Language Education: Changing Perspectives, Innovations, and Best Practices **Alice Chik; Andy Curtis; Karen Ogulnick & John O'Regan** Moderator: Alvin Pang	(Tanglin Rooms 1 & 2)

PROGRAMME

WEDNESDAY, 19 MARCH

INVITED SPEAKER
9:00 – 9:50   11   Enabling Transformative Language
Learning Experiences: The Promise
and Peril of Generative AI in
Language Education
Andy Curtis
[Research]
Chair: Joel Meniado   (Auditorium)

10:00 – 10:20   Coffee Break   (Level 1 & 2)

PARALLEL SESSIONS
10:30 – 11:00   85   Preparing Multilingual ELF Users as
Intercultural Citizens: Case Studies
from Japan and the UK
Ayako Suzuki
[Research]   (Tanglin Room 1)

86   Reflecting on Reflection in E-
Portfolios: A Kaleidoscope of
Soliloquy, Colloquy, and Multilogue
Ricky Lam
[Research]   (Tanglin Room 2)

ONLINE   87   Bridging Linguistic Challenges: A
Case Study of Multilingual Education
in India
Rajiv Mahto
[Practice (Secondary/High School)]   (Room 501)

88   EFL Students' Attentional Focus
during Collaborative Writing: The
Effect of Task Modification
Yusa Koizumi
[Research]   (Room 502)

89   Dialogue for Inclusion in Reading
Lessons with Young Learners
Sally Ann Jones
[Practice (Primary/Elementary)]   (Room 503)

90   Vocabulary, Reading Comprehension
- Examining the Effectiveness of an
Online Intervention for Secondary
Students with Dyslexia
***Serena Abdullah & Geetha
Shantha Ram***
[Research]   (Room 504)

PARALLEL SESSIONS
10:30 – 11:00

91	Examining Task Engagement in Synchronous Video-Based Communication and Face-To-Face Modes	
	Scott Aubrey & Rebecca Zhou Mianmian	
	[Research]	(Rooms 506/507/508)
121	The Integration of Islamic Stories Simultaneously Promoting Both English and Islamic Akhlaq and Adhab	
	Zia Ul Haq	
	[Practice (Primary/Elementary)]	(Room 601)
92	The Relationship Between Beginner EFL Learners' Oral Interaction and International Posture, WTC and Self-Efficacy	
	Kazuyo Kawamura & Yuya Nakagawa	
	[Research]	(Room 602)
93	The Effects of Translanguaging Space on L2 Learners' Digital Multimodal Composing Competence	
	Yunshan Fu & Yuwei Wan	
	[Practice (Tertiary)]	(Room 603)

CANCELLED

119	L2 Listening in a Digital Era: Developing and Validating the Mobile-Assisted Self-Regulated Listening Strategy Questionnaire	
	Sihan Zhou	
	[Research]	(Room 605)

PARALLEL SESSIONS
11:10 – 11:40

94	Factors Influencing EFL Learners' Intention to Use ChatGPT in L2 Writing	
	Han Nguyen	
	[Research]	(Tanglin Room 1)
95	Impact of Multiple Intelligences-Based Assessments on English Proficiency of Multilingual Bruneian Year 4 ESL Students	
	Talana Wilson	
	[Practice (Primary/Elementary)]	(Tanglin Room 2)

18

PARALLEL SESSIONS

11:10 – 11:40　　　　ONLINE　96　Teachers' Cognition of Language Choices in Multilingual Classrooms: A Case Study under Monolingual Policies
Michiko Hori
[Research]　　　　　　　　　　　　(Room 501)

97　Professional Development: A Case Study of One Provincial International School
Sokphal Seom & Chan Narith Keuk
[Research]　　　　　　　　　　　　(Room 502)

98　Teaching English Language in the Inclusive, Diverse, Multilingual Classroom
Sally Ann Jones
[Practice (Secondary/High School)]　　(Room 503)

99　Task-Specific Generative Artificial Intelligence Prompting Practices: Pre-Service Language Teachers' Perceptions and Practices
Chenze Wu & Benjamin Moorhouse
[Research]　　　　　　　　　　(Rooms 506/507/508)

100　Language Assessment Literacy: Lessons Learned from Pre-Service Teachers
Benjawan Plengkham
[Practice (Tertiary)]　　　　　　　　(Room 602)

101　Language Education for Sustainable Development (LESD): A Path to Intercultural Communication in the Language Classroom
Joshua John Jodoin
[Practice (Tertiary)]　　　　　　　　(Room 603)

102　Career Education Activity in English Class for Science and Engineering Majors
Noriko Iwamoto
[Practice (Tertiary)]　　　　　　　　(Room 604)

PARALLEL SESSIONS
11:10 – 11:40

120	Inclusive English Materials Development: Designing Culturally Appropriate English Learning Materials for Indigenous Peoples
	Juwena Anne Tallongan & Romylyn Metila
	[Research] (Room 605)

PARALLEL SESSIONS
11:50 – 12:20

103	Gender Preferential Use of Rhetorical Structure and Metadiscourse Markers in Argumentative Text
	Angeline Cayago
	[Research] (Tanglin Room 1)

104	Online Distance Learning Experiences of English Major Student Teachers and Their Impact on Teaching Performance
	Jasper Eric Catan
	[Research] (Tanglin Room 2)

105	A Case Study on Cultural Diversity Using Movies
	Eun Hye Lee
	[Practice (Tertiary)] (Room 502)

106	Learner's Awareness Through Bi-Semester Self-Assessment
	Yoko Oi
	[Practice (Tertiary)] (Room 503)

107	Exploring Student-Teachers' Understandings of Culture and Their Attitudes Towards Transcultural Pedagogies and Materials
	Vincent Greenier
	[Research] (Room 504)

108	Designing Writing Lessons in Multicultural Contexts in the Singapore Primary Classroom
	Shanwaz Iqbal, Suria Mohamed Mortar & Juliana Jamion
	[Practice (Primary/Elementary)] (Rooms 506/507/508)

109	Integrating L1 in Task-Based Language Teaching for Enhanced Learning
	Sajit Mathews
	[Practice (Tertiary)] (Room 602)

WEDNESDAY, 19 MARCH

PARALLEL SESSIONS

11:50 – 12:20	110	Exploring the Sources of Foreign Language Enjoyment for Young Language Learners: A Mixed Method Approach *Yohei Nakanishi* [Research]	(Room 603)
	111	Instructional Design and Material Creation for Enhancing Higher-Order Thinking Skills in English Learning *Takahiko Hattori* [Practice (Tertiary)]	(Room 604)
12:30 – 13:45		Lunch	(Levels 2 & 4)

WORKSHOPS

13:55 – 14:45	W1	Beyond Language: Unpacking the Cognitive, Affective, and Behavioral Aspects of Intercultural Communication *Eng Hai Tan* [Practice (Tertiary)]	(Tanglin Room 1)
	W2	Disciplinary Literacy Through a Multilingual Learner Lens *Jill Bruellman* [Practice (Tertiary)]	(Tanglin Room 2)
	W3	The Benefits of Online Extensive Reading *Paul Goldberg* [Practice (Tertiary)]	(Room 501)
	W4	Promoting Inclusiveness in a Singapore University Writing Course: A Problem-Based Learning Approach *Ivy Chan & Nor Ashikin Binte Kader Saheer* [Practice (Tertiary)]	(Room 502)
	W5	Leveraging AI Tools to Optimize Language Learning *Mariia Shchedrina* [Practice (Tertiary)]	(Room 503)
	W6	Developing Materials with a Global Englishes Focus: Promoting Cooperative Communication in Multilingual, Multicultural Settings *Kenny Harsch* [Practice (Tertiary)]	(Room 504)

WEDNESDAY, 19 MARCH

WORKSHOPS
13:55 – 14:45

W7   A Mile in Their Shoes: Teaching Empathy Through Roleplay in the English Language Classroom
Kenneth Gwee, Annizell Chan & Azzah Salleh
[Practice (Secondary/High School)]   (Rooms 506/507/508)

W8   Building Metacognitive Practice in the Literature Classroom
Khoo Lilin, Soh Noelle & Melissa Chew
[Practice (Tertiary)]   (Room 602)

W9   Learning by Heart: A Poetry Workshop Exploring Memory, Cognition, and the Role of Literary Knowledge
Wai Kit Ow Yeong & Elizabeth Ow Yeong
[Practice (Secondary/High School)]   (Room 603)

W10   Words Come Alive!: Strategies to Make Vocabulary Learning Engaging for Young Learners
Yi Zhong & Lixin Li
[Practice (Primary/Elementary)]   (Room 604)

W11   Empowering Every Learner: Integrating Universal Design for Learning to Enhance Literacy in the Regular Classroom
Agaisteen Rebecca Shalinah & Siti Asjamiah Binte Asmuri
[Practice (Primary/Elementary)]   (Room 605)

PARALLEL SESSIONS
14:55 – 15:25

112   Leveraging GenAI Tool for Critical Thinking and Communication Through Writing for Upper Secondary Learners
Cheong Kiong Nelson Tum & Nurasyikin Kassim
[Practice (Secondary/High School)]   (Tanglin Room 1)

113   Exploring Instructors' Perspectives on First Language Use in EFL Classrooms
Miki Harwood
[Research]   (Tanglin Room 2)

PARALLEL SESSIONS

14:55 – 15:25

114   Temponics: What Second Language
Teachers Need to Know About
Disfluencies in Everyday Speech
Ralph Rose
[Practice (Tertiary)]   (Room 502)

115   Role of English Language Program
for Marginalized and Disadvantaged
Community: A Holistic Study in Nepal
Sudip Neupane
[Practice (Secondary/High School)]   (Room 503)

116   Enhancing Multimodal
Communication Skills Through
Concept Mapping in an EFL
Classroom
Kuei-Ju Tsai
[Research]   (Room 504)

117   L2 Pragmatic Development of
Chinese EFL Learners at an EMI
Transnational University: A
Longitudinal Study
Lan Zhang & Scott Aubrey
[Research]   (Rooms 506/507/508)

118   Exploring Factors Impacting Self-
Confidence in Singapore English
Language Classrooms
***Teo Bee Lan Nicole & Angeline
Heng***
[Practice (Secondary/High School)]   (Room 602)

INVITED SPEAKERS

INVITED SPEAKER

15:35 – 16:25

12   The Future of Translanguaging:
Opportunities and Challenges in
Singapore's Multilingual Context
Viniti Vaish
[Research]
Chair: Weiyu Zhang   (Auditorium)

16:30 – 16:40   Conference Round-up
Alvin Pang   (Auditorium)

16:40   Coffee   (Lobby Level 1)
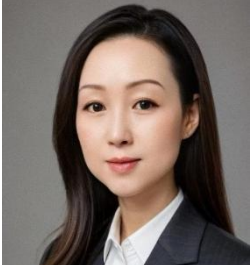
PROFILE OF INVITED SPEAKERS
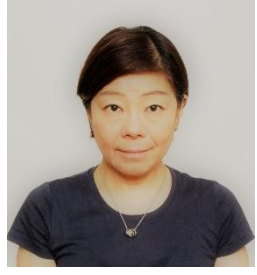
	Dr Browne is Professor of TESOL at Meiji Gakuin University, Director of the English Department's graduate program and creator of their EFL teacher-training program. He is a well-known public speaker having given 2 TEDx talks and 50+ plenary/keynote addresses on his main area of research, second language vocabulary acquisition.
	Dr Alice Chik is an Associate Professor and the Graduate Research Training Director in the School of Education, Faculty of Arts. She serves as the Associate Director of Multilingualism Research Centre, Faculty of Medicine, Health and Human Sciences. Her primary area of research examines language learning and multilingual literacies in digital environments. She also has a particular interest in multilingualism, public discourse, representation, and narratives of everyday multilingual experience.
	Dr Andy Curtis is a Professor in the Graduate School of Education at Anaheim University, CA, USA, and a Specially Appointed Professor at the City University of Macau, SAR, PRC. He has (co)authored and (co)edited 200 articles, book chapters and books, and he has presented to 50,000 language educators in 100 countries.
	Prof Fan Fang is Professor at Shantou University, China. His research interests include applied linguistics, sociolinguistics, intercultural communication and language education. He has published widely in both home and international journals, with 3 edited volumes and 2 monographs in Global Englishes and English as the medium of instruction (EMI).
	Dr Tomokazu Ishikawa is Associate Professor of English and Intercultural Communication at Otaru University of Commerce, Hokkaido Higher Education and Research System, Japan. His forthcoming publications include 'Global Englishes' (Routledge, with W.Baker and J.Jenkins) and 'Developing ELF Programmes for Language Teaching' (De Gruyter, edited with P.McBride and A.Suzuki).

	Dr Ewan MacRae is Senior Academic Manager for the British Council in Thailand and Myanmar. He has previously worked in the basic education systems of Japan and China and the higher education sector in England, Ireland, Northern Ireland and North Korea. He specialises in teacher development principles and practices.
	Dr Karen Ogulnick has taught in multilingual settings for 40 years. Positions include Associate Professor and Director of the TESOL and Bilingual Education programs at Long Island University; Fulbright Scholar and Specialist in Myanmar, Colombia, Chile, and Mexico; and consultant with the Costa Rican Ministry of Education. Research interests include Language and Identity, Linguistic Autoethnographies, and Culturally Responsive Pedagogy.
	Prof John O'Regan is Professor of Critical Applied Linguistics and Vice-Dean (International) at UCL Institute of Education, University College London. He is also Deputy Director of the International Centre for Intercultural Studies (ICIS) and the Programme Director of the MA Intercultural Communication. In his research John specialises in English as a global language, intercultural communication and critical discourse analysis, and has wide interests in political economy, critical social theory and international history. John was Co-Chair of the International Association for Languages and Intercultural Communication (IALIC) (2004-8) and a member of the IALIC Board (2000-16). He also edited the association journal Language and Intercultural Communication from 2008-15. John has published more than 75 research papers, as well as four books: Travelling Languages: Culture, Communication and Translation in a Mobile World (O'Regan, Wilkinson & Robinson, 2014), Intercultural Dialogue: Questions of Research, Theory and Practice (Holmes, Dooly & O'Regan, 2016), Education and the Discourse of Global Neoliberalism (Gray, O'Regan & Wallace, 2021), and Global English and Political Economy (O'Regan, 2021).

	Dr Heath Rose is Professor of Applied Linguistics at the University of Oxford. At Oxford he is the course director for the MSc in Applied Linguistics for Language Teaching, and coordinator of the English Medium Instruction Research Group. His research explores the implications of globalization on language teaching and learning, especially in the higher education context. He is author of several books on the topics of language teaching and research methods, and is the series co-editor for the Cambridge Element on Language Teaching.
	Dr Corinne Seals is Associate Professor of Applied Linguistics at Victoria University of Wellington (New Zealand), and she is the Director of Translanguaging Aotearoa. She has published 30+ articles and book chapters, and four books including recently Linguistic Landscapes Beyond the Language Classroom (2020, Bloomsbury), Translanguaging in Conjunction with Language Revitalization (2020, System), Embracing Multilingualism Across Educational Contexts (2019, VU Press), and Heritage Language Policies Around the World (2017, Routledge). Corinne's research is focused on language and identity, and the role of translanguaging, especially for heritage language speakers. She also actively researches language policy and planning, linguistic landscapes, and forensic linguistics.
	Dr Viniti Vaish is an Associate Professor (tenured) at Singapore's National Institute of Education, English Language and Literature Department. She has an interest in the measurement and enhancement of bilingualism and biliteracy. Her latest book is: Vaish, V. (2020). Translanguaging in Multilingual English Classrooms: An Asian Perspective and Contexts. Singapore: Springer.
	Assoc Prof Dr Jirada Wudthayagorn is the Director of Chulalongkorn University Language Institute (CULI) and the President of the Asian Association of Language Assessment (AALA). In recognition of her research entitled 'Mapping the CU-TEP to the Common European Framework of Reference (CEFR),' she was presented with the 'Outstanding Research Study Beneficial to Society' awarded by the Rachadapisek Sompoch Endowment Fund of Chulalongkorn University in 2019. Her research focuses on language assessment, language policy, and large-scale language assessment.

PROFILE OF FEATURED SPEAKERS

	Dr Yoonhee Choe, Ph.D., is a professor in the Department of English Education at Chongshin University, Seoul, Korea. She currently serves as the Secretary General of The Asia TEFL and is a former Editor-in-Chief of Secondary English Education. Her primary research interests include AI-based L2 teaching and learning, particularly with ChatGPT, task-based language teaching, integrated L2 writing, and English teacher education.
	Assoc Prof Yan Li is an Associate Professor and the Director of the Research Center for Artificial Intelligence and Foreign Language Education at the School of Foreign Languages, Hebei Normal University. She specializes in AI-driven English education innovation, teacher development, and literacy cultivation for the digital-intelligent era.
	Dr Premalatha Nair is a senior lecturer with more than 23 years of teaching experience at the International Languages Teacher Training Institute in Kuala Lumpur Malaysia. She is committed to fostering a dynamic learning environment and inspiring students to achieve their academic and professional goals. With a strong background in teaching literature, curriculum studies and language assessment, she strives to enhance the educational experience through research. She is currently the deputy director of MELTA (Malaysian English Language Teaching Association) Publication Bureau.
	Dr Mintra Puripunyavanich is an Assistant Professor of English and Assistant to Deputy Director for International Affairs at Chulalongkorn University Language Institute (CULI). She co-founded the Thailand Extensive Reading Association (TERA) and is Immediate Past Chair. Her research interests include extensive reading, materials development, and English for Economics and Business.
	Dr Ashok Sapkota is a General Secretary at NELTA, Nepal and an Assistant Professor at Tribhuvan University, Nepal. He conducts research and facilitates trainings on the use of technology, multimodality and classroom practices in relation to teachers' identity.

	Dr Sary Silvhiany is an Assistant Professor and the coordinator of the Master's Program in Language Education, Sriwijaya University. Her research focuses on literacy as social and critical practices, multilingual inquiry & pedagogy. Her upcoming chapter is part of "Researching Multilingually: Conceptual and Methodological Failures, Struggles, and Successes" published by Multilingual Matters.
	Dr Athip Thumvichit is an Assistant Professor of Education at the Research Institute for Languages and Cultures of Asia, Mahidol University. He also serves as the International Affairs Coordinator for Thailand TESOL. His research focuses on teacher emotions, learner personalities, individual differences in learning, English for specific purposes, and Q methodology.
	Dr Atsuko Watanabe is a Professor in the Faculty of Language and Literature at Bunkyo University, Saitama, Japan. She holds a Ph.D. from the Institute of Education, University of London on the topic of reflective practice in teacher development. Her research interests include reflective practice, language teacher identity, and researcher reflexivity.

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 **Charles Browne, Alice Chik, Andy Curtis, Fan Fang, Tomokazu Ishikawa, Ewan Macrae, Karen Ogulnick, John O'Regan, Heath Rose, Corrine Seals, Viniti Vaish and Jirada Wudthayagorn.**

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 **Yoonhee Choe, Yan Li, Premalatha Nair, Mintra Puripunyavanich, Ashok Sapkota, Sary Silvhiany, Athip Thumvichit and Atsuko Watanabe.**

PARALLEL AND WORKSHOP SESSIONS

There are 121 Parallel Sessions and 11 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

Conference Organizing and Planning Committees

Chairman
Ms Susan Leong (Centre Director)

Secretariat
Ms Flora Bay (Co-Chair)
Members
Mr Gene Ho
Mr George Chiew
Mr Brendan Say

Planning Chairman
Dr Alvin Pang
Members
Dr Marie Yeo
Dr Roby Marlina
Dr Joel Meniado
Dr Zhang Weiyu
Mr Paul Dixon
Ms Claudine Ang
Dr Raslinda A. Rasidir
Ms Elsa Yow
Ms Pavithra Raja
Ms Janelle Foo
Mr Leow Kok Siang
Ms Linda Low
Ms Grace Ng

Liaison and Communication
Mr George Chiew
Ms Hazleen Hamdan
Ms Jean Liu

Conference Dinner
Ms Choo Hung Yee
Members
Ms Chee Wan Ling
Ms Faustine Yap

Accommodation, Facilities & Physical Arrangements
Mr Francis Choo
Members
Mr Ben Tan
Ms Nur Fazlinah
Ms Audrey Ang
Ms Sheena Goh
Ms Heather Thinn
Ms Diana Yu
Mr Melvin Ngar

Finance
Ms Jessie To
Members
Ms Lim Ai Li

Registration, Statistics & Exhibitors
Mr Allan Lim
Members
Ms Ang Hui Fang
Ms May Sandar Win
Ms Eileen Ng
Ms Chee Wan Ling
Ms Hazleen Hamdan
Mr Brendan Say
Mr George Chiew
(Invited/Featured Speakers correspondence only)

Transport & Other Collaterals
Ms Chua Siew Lian
Members
Ms Chua Siew Choo
Ms Estee Lur
Ms Adeline Lorch
Mr Roger Tan
Mr Jagjit Singh

Gifts
Dr Liz Chan

IT Logistics
Mr Andrew Lau
Members
Mr Anuar Talib
Mr Yusri Osman
Mr Homa Nathan
Ms May Zin Myint
Mr Zaw Lin Htay
Mr Kuck Jinn Min

Conference Platform
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, HE Juan Edgardo M. Angara, Secretary of Education of the Philippines for the Opening Address of the 59th 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

- Kinseido Publishing

- Regional English Language Office – U.S. Embassy

- University of London

The Centre values the continued support of its international conference partners: CULI, JACET, KATE, MELTA, NELTA, 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 59th RELC International Conference.

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 8:45 a.m. on Monday, 17 March 2025. 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.

   On Day 1, in lieu of conference lunch, Muslim presenters/participants may collect packed hot meals from the staff on duty at Level 1 after 5.20 p.m. before breaking fast.

   For Day 2 and Day 3, in lieu of conference lunch, Muslim presenters/participants may collect packed pastries from the staff on duty at Level 1 after 4.30 p.m. before breaking fast.

   During your free time, do visit the exhibition booths at Level 1 and the RELC Library at Level 4.
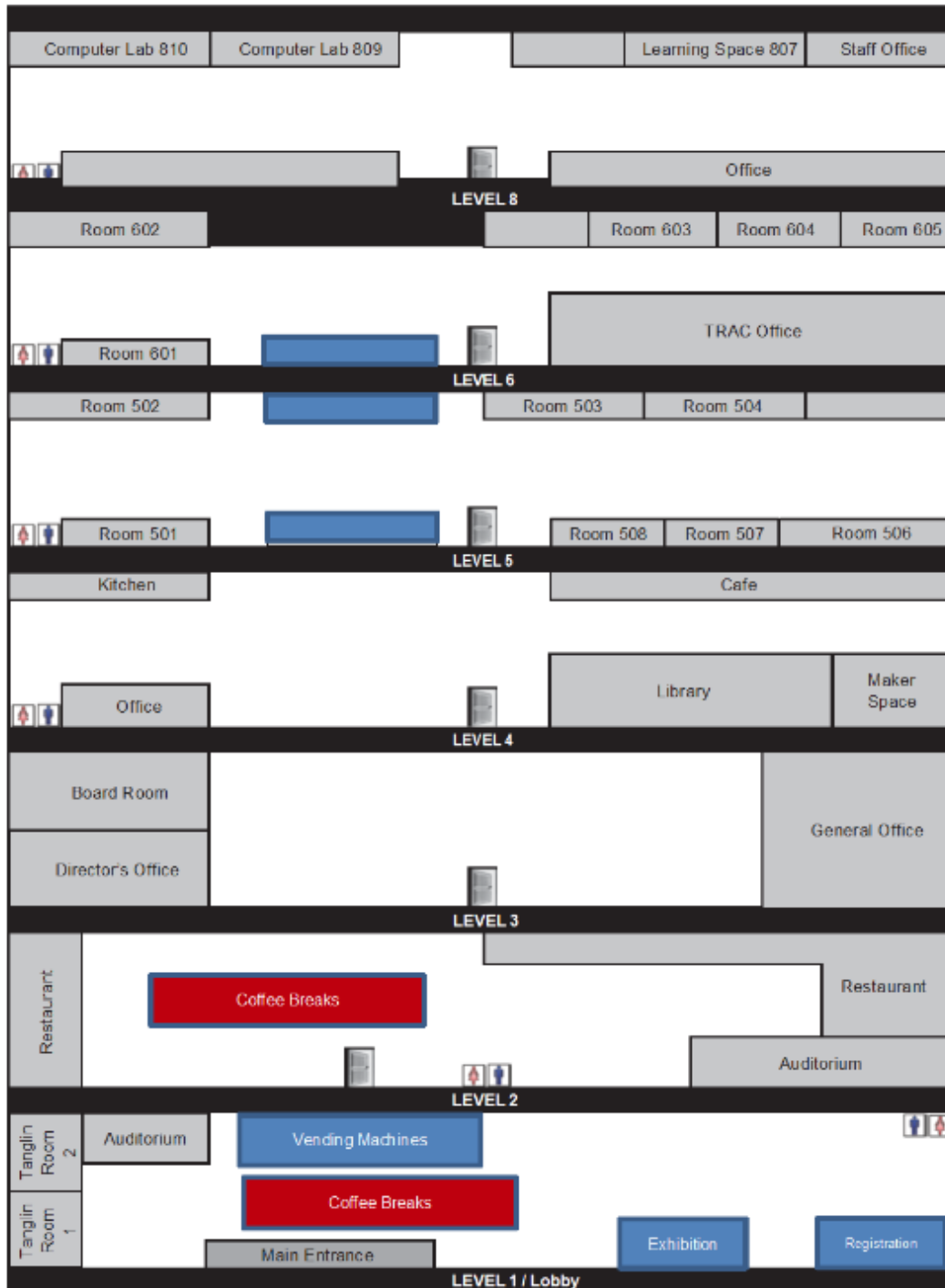
4. **Prayer Rooms**
   Two designated prayer rooms are available for Muslim presenters/participants. Please approach the Conference Registration Counter for the room key.

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 water, hot coffee or tea at Level 1. An insulating mug will be provided for you during onsite registration.

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 online 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 Password: 59th@RELC2025

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

| Computer Lab 810 | Computer Lab 809 | | | Learning Space 807 | Staff Office |

Office

LEVEL 8

| Room 602 | | | Room 603 | Room 604 | Room 605 |

| Room 601 | | | TRAC Office |

LEVEL 6

| Room 502 | | | Room 503 | Room 504 | |

| Room 501 | | | Room 508 | Room 507 | Room 506 |

LEVEL 5

| Kitchen | Cafe |

| Office | | Library | Maker Space |

LEVEL 4

| Board Room | | General Office |
| Director's Office | | |

LEVEL 3

| Restaurant | Coffee Breaks | Restaurant |
| | | Auditorium |

LEVEL 2

Tanglin Room 2	Auditorium	Vending Machines	
Tanglin Room 1		Coffee Breaks	
	Main Entrance		Exhibition	Registration

LEVEL 1 / Lobby

RELC BUILDING

Global Trends and Innovations in Language Education: Theory, Research, and Practice in Action

Rationale:

Language education has undergone remarkable transformation in recent decades, driven by advances in technology, evolving learner needs, and the increasingly globalized nature of education. The theme "Global Trends and Innovations in Language Education: Theory, Research and Practice in Action" underscores the integration of theoretical insights, cutting-edge research, and practical applications to enhance language learning outcomes. By spotlighting global trends and innovations, this conference seeks to illuminate the influences of technological advancements, socio-political developments, and socio-cultural changes on language pedagogy and assessment. The focus on innovations encourages exploration of approaches and methodologies that redefine teaching and learning experiences. The inclusion of "theory, research, and practice in action" emphasizes the importance of bridging gaps between academic research and classroom application.

This conference invites educators, researchers, and practitioners to engage in meaningful dialogues, share best practices, and co-create actionable strategies that advance the field. It aims to foster a collaborative environment for stakeholders to address global, local and "glocal" challenges that impact classroom teaching and learning, while embracing and leveraging linguistic diversity to shape the future of language education. By integrating theory, research, and practice, participants will be able to collectively reimagine language teaching and learning using evidence-based approaches to meet the demands of an increasingly interconnected and evolving world.

Aims:

The 60ᵗʰ RELC International Conference has the following aims:

- Examine emerging global trends and their implications for language education, with a focus on the interplay of socio-political, technological, and socio-cultural factors influencing pedagogy and learner outcomes;

- Highlight cutting-edge methodologies, digital tools, and approaches that redefine language teaching and learning experiences, fostering creativity and adaptability in diverse educational contexts;

- Foster dialogue on the integration of theoretical insights, empirical research, and practical applications to address real-world challenges and enhance the effectiveness of language education;

- Provide a platform for educators, researchers, and practitioners to share best practices, innovative strategies, and actionable solutions that advance the field and promote regional and global collaboration.

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

Key Topic Areas

- Global trends in language teaching and learning
- Innovations in second language acquisition (SLA) theories and practices
- Technology-enhanced language learning and AI in education
- Evidence-based practice in diverse ELT environments
- Language education for sustainable development and global citizenship
- Equity, diversity, and inclusion in language learning environments
- Multilingualism and translanguaging pedagogies
- Evolving teacher roles and professional development in language education
- Assessment and evaluation: Rethinking approaches for modern learners
- Cross-cultural communication and intercultural competence in global contexts