



Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY
Digos City



DIVISION MEMORANDUM
No. 790, s.2019

September 19, 2019

SEAMEO RELC SCHOLARSHIP PROGRAMMES

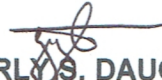
To: Public Schools District Supervisors
Public Elementary and Secondary School Heads
Public Elementary and Secondary English Teachers

1. This is in reference to the Regional Memorandum dated September 12, 2019 signed by Evelyn R. Fetalvero, CESO V, Assistant Regional Director, Officer-In-Charge, Office of the Regional Director and Memorandum DM-CI-2019-00266 dated August 29, 2019 from Diosdado M. San Antonio, Undersecretary for Curriculum and Instruction, re: SEAMEO RELC Scholarship Programmes.
2. The other details of the programmes are found in the enclosures.
3. Wide and immediate dissemination of this Memorandum is earnestly desired.

FOR AND IN THE ABSENCE OF:

WINNIE E. BATON, Ed.D.
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

For and in the absence of the OIC-SDS:


BEVERLY S. DAUGDAUG, Ed.D.
Chief ES CID
Officer-In-Charge

DepEd Schools Division of Digos City

RECORDS SECTION

RELEASED
41786
DATE: **20 SEP 2019** TIME: **8:30 AM**
BY: 



Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION XI
Davao City



Address: F. Torres St., Davao City (8000)
Contact/Telefax Numbers: (082) 291-1665/(082) 221-6147

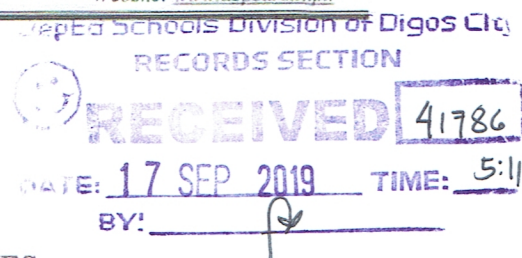
Email: region11@deped.gov.ph
Website: www.depedroxi.ph

MEMORANDUM

To : Schools Division Superintendent
Region XI

Subject: SEAMEO RELC SCHOLARSHIP PROGRAMMES

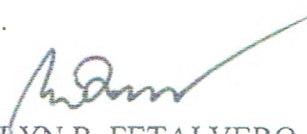
Date : September 12, 2019



Respectfully referred to the Schools Division Superintendents, this Region, the attached DM-CI-2019-20182 from USEC Diosdado M. San Antonio, Undersecretary for Curriculum and Instruction, Department of Education, DepED Complex, Meralco Avenue, Pasig City, entitled: SEAMEO RELC Scholarship Programmes

Further, it is advised that three (3) certified true copies of documents be submitted by the applicant for screening and interview, seven (7) working days prior to the stated deadline of the Central Office, Attention: Dr. Lorna F. Mapinogos, Chief, HRDD, F. Torres Street, Davao City.

For your guidance and information.


EVELYN R. FETALVERO, CESO V
Assistant Regional Director
Officer-In-Charge
Office of the Regional Director

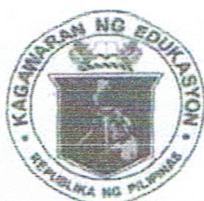
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Empowerment Adaptability Goal-oriented Leadership Excellence

Page 1 of 1

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Date of Effectivity : July 15, 2019





Republic of the Philippines
Department of Education

DepEd Complex, Meralco Avenue, Pasig City, Philippines
Direct Line: (632) 633-7202/687-4146 Fax: (632) 631-5057



DEPARTMENT OF EDUCATION

DSEC-NEAP-PDD-2019-MEMD-18004

RECORDS SECTION

RECEIVED

By: 1909-692

Date: 9-10-19 Time: 2:08

Undersecretary for Curriculum and Instruction

MEMORANDUM

DM-CI-2019-00 266

TO : Minister of Ministry of Basic Higher and Technical Education, BARMM
Regional Directors
School Division Superintendents
Heads of Public Elementary and Secondary Schools
All Others Concerned

FROM : DIOSDADO M. SAN ANTONIO
Undersecretary for Curriculum and Instruction

SUBJECT : SEAMEO RELC Scholarship Programmes

DATE : 29 August 2019

The Southeast Asian Ministers of Education Organization Regional Language Centre announces its scholarship programmes for the calendar year 2020:

Course Code/ Course Title	Course Dates	Objectives of Programme	No. of Scholarships Available	Deadline of Submission of Requirements
C111 Advance Specialist Certificate in Teaching Listening and Speaking	6 - 23 Jan 2020	For experienced language educators who would like to update their knowledge on theories, principles and practices in the teaching of listening and speaking skills.	One (1) Slot	27 Sept 2019
C112 Advanced Specialist Certificate in Teaching Reading and Writing	11 - 28 Feb 2020	For experienced language educators who would like to update their knowledge on theories, principles and practices in the teaching of reading and writing skills.	One (1) Slot	27 Sept 2019
MA TESOL Master of Arts in Teaching English to Speakers of Other Languages	28 Feb 2020 - 19 Feb 2021	A prestigious post-graduate degree offered by an established University and RELc to uplift language education in the region, with minimum demand on time- out of the country	One (1) Slot	27 Sept 2019

NEAP/PDD/Lozano

jointly offered by the Victoria University of Wellington (VUW) in New Zealand and SEAMEO RELC				
C422 Specialist Certificate in Teaching English as an International Language	31 March - 17 April 2020	Engages course participants in learning how to use and teach English across cultures.	One (1) Slot	27 Sept 2019
C113 Advanced Specialist Certificate (I) in Language Assessment	13 - 30 April 2020	Provide teachers and school leaders a firm grounding in the basic theoretical principles and practices in planning, constructing and conducting assessment of learning	One (1) Slot	27 Sept 2019
C103 Blended Postgraduate Diploma in Applied Linguistics	6 Jul -18 Dec 2020	A SEAMEO RELC's flagship programme designed to enhance understanding and practical teaching skills of English language professionals and offering minimum demand on time-out of the country	One (1) Slot	7 Feb 2020
C419 Specialist Certificate in Professional Development of Teacher Leaders/Supervisors	13-30 October 2020	This course is meant for teacher leaders and supervisors who are engaged in the planning of language professional development programmes for in-service ELT teachers	One (1) Slot	7 Feb 2020

The scholarships cover all registration fees, tuition fees, subsistence allowance, airfare and accommodation for the period of stay at RELC, Singapore.

Nominees to all programmes except MA TESOL that do not hold the minimum IELTS or TOEFL requirement would be required to sit for a Selection Test to assess their language proficiency level. Nominees to the MA TESOL programme on the other hand, are required to meet the IELTS or TOEFL requirement.

To be eligible for the program, interested parties must:

1. Have an approved bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or education;

2. Have at least two (2) years of full-time English language teaching experience in English language/ curriculum planning and language development programmes;
3. Meet the minimum language scores set for the specific programmes;
4. Be below fifty (50) years old;
5. Be proficient in spoken and written English; and,
6. Be in good mental and physical condition.

All required documents (Annex A) must be submitted via email at scholarships@deped.gov.ph on or before the deadline.

The application form and other details of the program are enclosed in this memorandum. For further inquiries and clarification, you may contact the DepEd Scholarship Secretariat at (02) 633-9455 or thru email at scholarships@deped.gov.ph.

Immediate dissemination of and appropriate action for this memorandum is desired.

SEAMEO RELC'S SCHOLARSHIPS PROGRAMME

Application of (NAME of NOMINEE)

Submitted on (DATE and TIME)

1. Email Addresses:	
2. Training Course:	
3. Contact Numbers:	
4. Designation/Position:	
5. Work Station (School/Office Unit):	
6. School Division Office:	
7. Religion:	
8. Age:	
9. Number of Years in DepEd	
10. Work Experience/s Related to Teaching (Indicate the highlights and duration.)	
11. Educational Attainment (Indicate School, Program, Specialization, and Title of Thesis/Dissertation, if any.)	
12. What challenges had you experienced as a teacher? What did you learn from them?	
13. What initiatives do you plan to implement so your school/office will benefit from this program?	
14. How did you hear about this scholarship opportunity?	

SEAMEO RELC'S SCHOLARSHIPS PROGRAMME

Application of (NAME of NOMINEE)

Submitted on (DATE and TIME)

1. Email Addresses:	
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13. What initiatives do you plan to implement so your school/office will benefit from this program?	
14. How did you hear about this scholarship opportunity?	

ANNEX A
LIST OF REQUIREMENTS

Qualification	Documentary Requirements
a. Filipino citizen	1. Updated Personal Data Sheet 2. Endorsements from the head of office a. endorsement from school principal/division chief b. endorsement from the Schools Division Office through the Office of the SDS c. Nomination Letter from the Regional/Bureau Director or his/her duly authorized representative (thru the Regional HRDD Chiefs)
b. Must be 50 years old below	
c. Must have rendered at least five (5) years of service in the government (DepEd) at the time of nomination	
d. Must hold a permanent appointment at the organization nominating him/her	
e. Must have no pending administrative and/or criminal case	
f. Must have a college degree and/or sufficient demonstrated ability and experience related/relevant to the course he/she is applying for	
g. Must have a good command of the English language (spoken and written)	
h. Must have professional development needs aligned with the KRAs of the organization	
i. Must have outstanding accomplishments related/leading to the program applying for	
j. Must have no pending nomination for scholarship in another program/course or have already rendered the required service obligation for a scholarship previously enjoyed	
k. Physically and mentally fit	
l. Not an expectant mother	



Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

**APPLICATION FOR ADMISSION AS A CANDIDATE TO THE
 MA/DIPLOMA/CERTIFICATE COURSES**

IMPORTANT

- a) All entries must be completed. Please enter 'N.A.' if an entry is not applicable.

Passport-sized
 Photograph

- Please indicate course code, title and dates below:

Course Code	Course Title	Course Dates

- Please indicate the status of the applicant by putting a tick (✓) in the appropriate box.

- ☐ Nominated by SEAMEO Ministry of Education, _____ (Country)
 for SEAMEO RELC Scholarship
- ☐ Applying as a private fee-paying applicant
- ☐ Applying as a non-SEAMEO RELC Scholarship/Bursary applicant
 If admitted, the Scholarship/Bursary will be awarded to me by

 (Name of Sponsor/Agency)

 (Address of Sponsor/Agency)

PART A: PERSONAL PARTICULARS

- Full name (as in passport): (*Dr/Mr/Mrs/Ms/Miss)

 (Please PRINT and underline surname)

- Gender[^]: ☐ Male ☐ Female

- Home address: _____
 _____ Tel no: _____ Email: _____

- Office address: _____
 Fax no: _____ Tel no: _____ Email: _____

- Address for correspondence[^]: ☐ Home address ☐ Office address

- Date of birth: _____ Age: _____ Place of birth: _____
 (DD/MM/YY) (Country & Province)

- Nationality/Citizenship: _____ Religion: _____ Marital status: _____

- Race[^]: ☐ Chinese ☐ Indian ☐ Malay ☐ Others _____

* Please delete whichever is not applicable.

[^] Please tick (✓) accordingly.

▪ Identification[^]: ☐ Singapore Citizen ☐ Singapore Permanent Resident ☐ Student Pass ☐ Employment Pass ☐ Other Pass				
<i>For International Applicants</i> ▪ Passport no: _____ Country and Place of Issue: _____ Passport Expiry Date (valid for at least 6 months): _____ Passport Issue Date: _____ (DD/MM/YY) (DD/MM/YY) ▪ Identification Card number: _____				
▪ Person to contact in an emergency: Name: _____ Contact no (including area code): _____ Relationship to Applicant: _____				
PART B: PROFESSIONAL QUALIFICATIONS				
(1) ACADEMIC QUALIFICATIONS				
List colleges/universities and/or other tertiary institutions attended, including courses at SEAMEO Regional Language Centre (in chronological order):				
Period attended		Name of institution and country	Major subject(s)/field(s) of study	Qualifications obtained/pending
From	To			
DD/MM/YY	DD/MM/YY	XYZ University, ABC country	Applied Linguistics	Bachelor's Degree in Applied Linguistics
If applicable, please indicate your GCE 'A' Level General Paper / 'O' Level English Language results below[#]: ▪ 'A' Level: _____ ▪ 'O' Level: _____				
If English was not the language of instruction in your previous institution, please indicate your results of one of the below test[#]: ▪ IELTS: _____ ▪ TOEFL: _____ paper/computer/internet* based ▪ SPM/STPM/MUET*: _____ ▪ CU TEP: _____ ▪ APTIS: _____				

* Please delete whichever is not applicable.

[^]Please tick (✓) accordingly.[#] Please indicate N.A. if it is not applicable.

(2) EMPLOYMENT HISTORYPresent Occupation

Position: _____

Name of institution/employer: _____

Date of joining: _____

Give a brief description of the applicant's present job (including duties and responsibilities).

Previous occupation(s)

Position	Name of institution/employer	Year	
		From	To

(3) OVERSEAS CONFERENCES/SEMINARS ATTENDED

Period attended	Name of conference/seminar	Venue

(4) RESEARCH EXPERIENCE

Title of research	Duration	
	From	To

(5) PUBLICATIONS		
Title of publication/Name of journal		Year published
(6) LANGUAGES SPOKEN AND/OR WRITTEN		
Please indicate 'Excellent', 'Good' or 'Fair'.		
Language	Written	Spoken



Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

MEDICAL EXAMINATION FORM

***APPLICATION FOR MA /DIPLOMA/CERTIFICATE COURSE**

Passport-sized
Photograph

PART A: PERSONAL PARTICULARS (to be completed by Applicant)

1. Name:*(Mr/Mrs/Ms/Mdm) _____
(Please underline surname)
2. Course Code, Course Title and Course Dates: _____
3. Home Address: _____

Country: _____ Postal code: _____
4. Gender: *Male/Female
5. Date Of Birth: _____(DD/MM/YYYY)
6. *Passport Number/NRIC No: _____
7. Nationality: _____

*Please delete whichever is not applicable

PART B: MEDICAL HISTORY (to be declared and completed by Applicant)

(Failure to disclose medical history in full may lead to the rejection or cancellation of the application/award).

Have you suffered from or undergone any of the following? Please circle either "Yes" or "No"

1 Tuberculosis	Yes / No	15 Diabetes	Yes / No
2 Pneumonia	Yes / No	16 Epilepsy	Yes / No
3 Pleurisy	Yes / No	17 Poliomyelitis or other neurological disorders	Yes / No
4 Asthma	Yes / No	18 Nervous breakdown	Yes / No
5 Allergic disorders	Yes / No	19 Psychiatric disorders	Yes / No
6 Rheumatic fever	Yes / No	20 Eye disorders	Yes / No
7 Heart disease	Yes / No	21 Ear, nose or throat disorders	Yes / No
8 Gastric orduodenal disorders	Yes / No	22 Skin diseases	Yes / No
9 Recurrent indigestion	Yes / No	23 Anaemia	Yes / No
10 Jaundice	Yes / No	24 Gynaecological disorders	Yes / No
11 Dysentery	Yes / No	25 Malaria or other tropical diseases	Yes / No
12 Varicose veins	Yes / No	26 Operations	Yes / No
13 Kidney or urinary diseases	Yes / No	27 Serious accidents	Yes / No
14 Rupture	Yes / No	28 Any other serious disorders	Yes / No
		If Yes, please specify:	

Signature of Applicant

Date

PART C: CERTIFICATION BY EXAMINING PHYSICIAN (to be completed by physician)

Please tick (✓) accordingly.

1. Do you consider the candidate medically fit to undertake a (3 to 6 weeks/more than 6 months)*course of study abroad? (*Please delete whichever is not applicable)

Yes () No ()

If No, please specify reason: _____

2. Additional comments by Examining Physician (if any):

Signature of Examining Physician: _____

Name of Examining Physician: _____

Name of Medical Institution: _____

Address of Medical Institution: _____

Official Stamp: _____

Date: _____



Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

COURSE INFORMATION 2020

C111

**Advanced Specialist Certificate in
Teaching Listening and Speaking**

**6 – 23
Jan 2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

Course Overview

Rationale	This course is intended to: ▪ Develop participants' understanding of the theoretical bases for the teaching of listening and speaking skills in an English as a Second Language and/or Foreign Language (ESL/EFL) classroom; ▪ Give focus on the types of micro-skills and strategies involved in listening and speaking, and some issues and challenges involved in teaching these skills; ▪ Critically examine current approaches to teaching listening and speaking skills; and ▪ Incorporate a dimension of multimodality.
Duration	3 weeks (54 hours)
Aims	By the end of the course, participants will be able to: ▪ Acquire an up-to-date knowledge of theories, principles, and practices in the teaching of listening and speaking; and ▪ Discuss and develop lessons in teaching different types and levels of listening and speaking skills.
Components	1. Teaching Listening 2. Teaching Speaking
Delivery	Lectures, task-based workshops, discussions of prescribed readings, and evaluative analysis conducted at RELC.

Course Requirements

To complete the course successfully, a candidate must:

- a) Satisfy class attendance requirements;
- b) Attain a satisfactory standard in required course work; and
- c) Complete all assignments and an exam.

A course participant whose progress has not been satisfactory may be required to terminate his/her candidature.

Course Award

The course will lead to the award of an Advanced Specialist Certificate in Teaching Listening and Speaking.

Entry Requirements

The requirements for admission to the course are:

- a) An approved bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education;
- b) At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes; and
- c) Candidates must meet the minimum language scores for any of the following:
 - o IELTS: 6.5;
 - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
 - o GCE O Level English: B3 and above;
 - o GCE A Level General Paper: C6 and above; or
 - o Cambridge Advanced English (CAE): C and above
 - o SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
 - o STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
 - o Malaysian University English test (MUET): Band 4 and above
 - o CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
 - o APTIS (all four macro skills) B2 and above

Note: Applicants who do not meet Criteria (c) are required to pass the RELC English selection test.

Application

Interested applicants must submit the following documents:

- ☐ Application Form A238 (completed and endorsed)
- ☐ Medical Examination Form A228
- ☐ Officially certified copies of the applicant's certificates of degrees/diplomas
- ☐ Officially certified copies of the applicant's transcripts. Where a transcript is in a language other than English, it should be accompanied by a certified translation into English. (In the absence of a transcript, a certified statement on the degrees/academic qualifications achieved with a listing of subjects studied and subject examination results is required.)
- ☐ Reference letters (The two reference letters can be from an academic staff who has supervised you or a current/previous employer.)
- ☐ Officially certified copies of current/valid IELTS or official TOEFL results for applicants from non-English medium education systems

Closing Date

The closing date for application is **18 October 2019**.



Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

COURSE INFORMATION 2020

C112

**Advanced Specialist Certificate in
Teaching Reading and Writing**

**11 – 28 Feb
2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

Course Overview

Rationale	▪ This course deals with the principles, design and procedures in the teaching of reading and writing in ESL/EFL situations as well as in a multimodal world. ▪ The integration of theory and classroom practice will be achieved via journal writing, sample lesson plans and micro-teaching sessions. ▪ Key reading theories and writing approaches will be explored and discussed vis-à-vis the course participants' teaching and learning contexts. ▪ There will be a special focus on helping participants to make the transition from the traditional print-based literacy to multimodal-based literacy (reading and viewing, writing and representing) involving more than one mode of conveying meaning – spoken, written, visual, gestural and spatial.
Duration	3 weeks (54 hours)
Aims	By the end of the course, participants will be able to: ▪ Acquire an up-to-date knowledge of theories, principles and practices in the teaching of reading and writing; and ▪ Discuss and develop lessons in teaching different types and levels of reading and writing skills.
Components	3. Teaching Reading 4. Teaching Writing
Delivery	Lectures, task-based workshops, discussions of prescribed readings, and evaluative analysis conducted at RELC.

Course Requirements

To complete the course successfully, a candidate must:

- d) Satisfy class attendance requirements;
- e) Attain a satisfactory standard in required course work; and
- f) Complete all assignments and an exam.

A course participant whose progress has not been satisfactory may be required to terminate his/her candidature.

Course Award

The course will lead to the award of an Advanced Specialist Certificate in Teaching Reading and Writing.

Entry Requirements

The requirements for admission to the course are:

- d) An approved bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education;
- e) At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes; and
- f) Candidates must meet the minimum language scores for any of the following:
 - o IELTS: 6.5;
 - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
 - o GCE O Level English: B3 and above;
 - o GCE A Level General Paper: C6 and above; or
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 - o SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
 - o STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
 - o Malaysian University English test (MUET): Band 4 and above
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Note: Applicants who do not meet Criteria (c) are required to pass the RELC English selection test.

Application

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- ☐ Medical Examination Form A228
- ☐ Copies of your certificates of degrees/diplomas, certified by your institution
- ☐ Copies of your transcripts, certified by your institution. Where a transcript is in a language other than English, it should be accompanied by a certified translation into English. (In the absence of a transcript, a certified statement on the degrees/academic qualifications achieved with a listing of subjects studied and subject examination results is required.)
- ☐ Reference letters (The two reference letters can be from an academic staff who has supervised you or a current/previous employer.)
- ☐ Copies of current/valid IELTS or official TOEFL results certified by your institution (for applicants from non-English medium education systems)

Closing Date

The closing date for application is **18 October 2019**.



Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

COURSE INFORMATION 2020

MA TESOL	Master of Arts in Teaching English to Speakers of Other Languages	28 Feb 2020 — 19 Feb 2021
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A one-year full-time programme jointly offered by the
 Victoria University of Wellington, New Zealand and SEAMEO RELC

(Important: This document should be read by all applicants prior to completing the
 application form for admission.)

Programme Overview

Aims	By the end of the programme, graduates should be able to: ▪ Prepare and critically assess teaching materials; ▪ Plan a programme of language study; ▪ Account for individual differences and difficulties in language learning; ▪ Monitor and assess learners' progress; ▪ Advise teachers on effective procedures and interventions; ▪ Read and evaluate research, theory and descriptions of classroom practice in language teaching; and ▪ Plan and carry out their own small-scale empirical research studies.
Duration	1 Year (40 hours per course)
Period and Nature of Study	▪ The programme will begin on 28 February 2020 and end on 19 Feb 2021. There will be an orientation programme on 28 and 29 February 2020. Students are required to attend 34 weeks of compulsory residential school: ○ Weeks 1-34 (28 Feb – 23 Oct 2020): Residential ○ Weeks 35-51 (26 Oct 2020 - 19 Feb 2021): On-line <i>(Note: Dates listed are tentative and subject to change.)</i> ▪ Students will complete the on-line courses in their home country during weeks 35—51.

	It is a blended full-time one-year programme which consists of two face-to-face courses and two blended courses taught at RELC, and four on-line courses. Each course is worth fifteen points.
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Description of Courses

Students are required to complete **eight** compulsory courses:

Note: Courses are subject to change

COURSE CODE/ TITLE	DESCRIPTION
LALS#510 Listening and Speaking in the Language Classroom	This course explores a range of principles and practices for the teaching and learning of listening and speaking skills in the second/foreign language classroom. Drawing on evidence from classroom research, the course explores evidence-based proposals for addressing the practical issues that teachers face in planning and implementing instruction. Particular emphasis is given to the design of classroom materials, activities and lessons, and principles for managing classroom learning.
LALS#511 Teaching Reading and Writing	Examination of the principles behind the effective teaching of reading and writing skills in another language and the application of these principles in the preparation and use of teaching materials.
LALS#519 Special Topic: Teaching English as an International Language	The changing sociolinguistic landscape of English has led to a paradigm shift in the Applied Linguistics discipline, calling for a critical re-assessment of ELT assumptions and practices that have been traditionally oriented toward native- English speakers' linguistic norms and practices. This course engages students in exploring the recent sociolinguistic development of the English language in various international contexts, and its implications for teaching English in today's globalizing/globalized world.
LALS#520 Learners and Second Language Learning	This course looks at the role of the learner and the effect of individual differences on second language learning. Issues such as learner motivation, affect, aptitude and learner response to feedback are explored.
LALS#522 Teaching and Learning Vocabulary	The study of second language vocabulary learning and teaching, including factors that influence vocabulary learning, the roles of incidental acquisition and deliberate learning, how to select words for learning and how to assess vocabulary knowledge.
LALS#523 Language Assessment	A study of the theory and practice of language assessment, with particular reference to classroom learning. Both formal tests and a range of alternative procedures are covered, having consideration for the purpose of the assessment and the requirements of the learning environment.
LALS#528 Classroom-based Research for Language Teachers	The course focuses on the role of teachers as researcher who are seeking their classroom teaching/learning environment. It combines current reflective language teaching theory with the development of a hands-on action research plan.

COURSE CODE/ TITLE	DESCRIPTION
LALS#529 Task-Based Language Teaching	Task-based language teaching (TBLT) has been extensively theorized and researched in recent decades and widely adopted in language teaching and learning internationally. Drawing on theoretical and classroom perspectives, this course explores task-based course design, teaching and assessment. It considers the practicalities of adopting TBLT in contexts familiar to teachers on the course.

*Guidelines (e.g. topic, length, format, etc.) for the preparation of assignments will be provided by the lecturers.

Programme Requirements

To complete the programme successfully, a candidate must:

- g) Obtain a pass in all eight courses;
- h) Satisfy class attendance requirements; and
- i) Complete all on-line tasks, where applicable.

A programme participant whose progress has not been satisfactory may be required to terminate his/her candidature.

Programme of Study

Programme participants must satisfactorily complete all eight courses as listed. Programme details are subject to change.

Programme Award

The programme will lead to the award of a Master of Arts in Teaching English to Speakers of Other Languages conferred by the Victoria University of Wellington, New Zealand.

Admission Requirements

The requirements for admission to the programme are:

- a) Bachelor's degree in Linguistics, English Language, Education or a language other than English (or another relevant degree);
- b) At least 2 years of professional experience in language education or other areas of applied linguistics;
- c) Postgraduate Diploma in Applied Linguistics conferred by SEAMEO RELC (those with equivalent qualifications will be considered on a case-by-case basis)

Note: Applicants who do not meet Criteria (c) are required to complete 4 additional on-line courses:

COURSE CODE / TITLE	DESCRIPTION
LALS#512 Teaching and Learning Grammar	An analysis and evaluation of diverse pedagogical interventions intended to facilitate grammar acquisition, with a view to helping practitioners optimise their design of course materials and classroom activities.
LALS#525 Learner Autonomy and Learning Strategies	This course introduces the principles and practices associated with learner autonomy and learner strategies in language learning. A key emphasis will be placed on how the theories and research covered can be translated into classroom practice.
LALS#531 Computer-assisted Language Learning	This course engages participants in a critical examination of theoretical and practical issues in Computer-assisted Language Learning (CALL). Students will develop an understanding about using, evaluating and designing digital materials and tools for language learning and teaching.
LALS#544 Discourse Analysis and Language Teaching	Discourse is language in use. This course explores the analysis of discourse structure in spoken and/or written text, and considers applications in language teaching.

**Courses are subject to change*

- d) For students from non-English speaking backgrounds, an overall IELTS score of 6.5 with no sub-score below 6.0; or TOEFL internet-based test: 90 with a minimum 20 in writing; or Pearson Test of English: minimum score of 65 (with a 'Communicative' score of not less than 58) is required.

IT Requirements

As this is an online course, participants must ensure that they have the following minimum requirements being they can use the LMS program:

- Mozilla Firefox or Internet Explorer (IE) 8.0 internet browsers
- Desktop/Notebook PC minimum technical specifications:
 - CPU: Intel Core i3 (minimum)
 - Main memory: 2 GB (minimum)
 - Hard disk: 320GB
 - Webcam
- Internet speed: A minimum of 1 MB/sec
- Software specifications:
 - Desktop/Notebook Operating System: Windows 7, Vista or XP SP3
 - Adobe Flash Player 11 or later
 - Adobe Shockwave Player 11.5 or later
 - Sun Java TM 6 Update 23 or later
 - Cookies (activated)
 - Microsoft Office (2003 upwards) or Open Office

Application

Interested applicants must submit the following documents:

- ☐ Application Form A238 (completed and endorsed)
- ☐ Victoria University of Wellington Application to Study as an International Student
- ☐ Medical Examination Form A228
- ☐ Copies of your certificates of degrees/diplomas, certified by your institution
- ☐ Copies of your transcripts, certified by your institution. Where a transcript is in a language other than English, it should be accompanied by a certified translation into English. (In the absence of a transcript, a certified statement on the degrees/academic qualifications achieved with a listing of subjects studied and subject examination results is required.)
- ☐ Reference letters (The two reference letters can be from an academic staff who has supervised you or a current/previous employer.)
- ☐ Curriculum Vitae
- ☐ Scanned copy of your passport
- ☐ Copies of current/valid IELTS or official TOEFL or Pearson Test of English results certified by your institution (for applicants from non-English medium education systems)

Closing Date

The closing date for application is **18 October 2019**.



Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

COURSE INFORMATION 2020

C422	Specialist Certificate in Teaching English as an International Language	23 Mar – 9 Apr 2020
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(Important: This document should be read by all applicants prior to completing the application form for admission.)

Course Overview

Rationale	The status of an 'international language' given to English due to its predominant use in a variety of international economic and cultural arenas has led to a paradigm shift from TESL/TEFL to TEIL (teaching English as an International Language). As English is used as a <i>lingua franca</i> among speakers of diverse languages and cultures in today's globalised world, there is a need to develop curriculum and pedagogical strategies that engage students in learning how to communicate across languages and cultures. Based on the TEIL perspective, this specialist certificate course engages course participants in learning how to use and teach English across cultures.
Duration	3 weeks (54 hours)
Aims	The course is intended for English language teachers with at least two years of teaching experience in the classroom. It aims to fulfil the following objectives: • To raise participants' language awareness for teaching English as a <i>lingua franca</i>. • To enhance participants' language and communication skills for multilingual and intercultural contexts. • To guide participants learn how to develop and teach materials/curriculum for teaching English as a regional/global <i>lingua franca</i>. • To profile pedagogical ideas that are informed by current literature on TEIL.

Components	2-week course on the principles and practices of teaching EIL - Language Variation 1: World Englishes - Language Variation 2: Asian Englishes (Singapore) - Intercultural Communication - Technology and Intercultural Communication - Principles of Teaching English as an International Language (TEIL) - EIL curriculum and syllabus materials development - Teaching Macro-skills for Intercultural Communication 1-week for observing and teaching an Intercultural Communication lesson - Observing Cultural Awareness Lessons. - Teaching an English lesson based on the principles of TEIL. - Interaction sessions with participants from other courses.
Delivery	Two approaches will be used in this course to engage participants in learning to be a successful international/intercultural user and teacher of English in a wide variety of institutional settings and cultural contexts: - The experiential learning approach: participants are provided with an opportunity to experience using and teaching English in multicultural contexts. - The problem-based learning approach: participants are engaged in learning to resolve a wide range of mis-intercultural communication scenarios in both social and professional contexts.

Outcomes and Deliverables

Upon completion of the programme, the participants will be able to:

- Develop awareness and understanding of the current landscape of the English language in the world and in the ASEAN region.
 - Demonstrate an understanding of the complex relationships between language and culture.
 - Use knowledge and skills to communicate and teach English across cultures.
 - Apply the pedagogical principles of teaching English as an International Language to various classroom situations.
 - Demonstrate competency in teaching EIL by conducting oneself with sensitivity to, and appreciation of, diverse student populations.
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Course Requirements

To complete the course successfully, a candidate must:

- Satisfy class attendance requirements;
- Attain a satisfactory standard in required course work; and
- Complete all assignments and an exam

	▪ Identify and design test specifications for AfL and AoL in alignment with specific language syllabuses/courses; ▪ Construct reliable, valid and practical types and modes of AfL and AoL ; ▪ Analyse, interpret and use data from and results of AfL to provide informed and constructive feedback to help improve students' language learning; and ▪ Evaluate and appraise both AfL and AoL that are currently used in their institution.
Components	5. Assessment of Learning 6. Assessment for Learning
Delivery	Lectures, task-based workshops, discussions of prescribed readings, and evaluative analysis conducted at RELC.

Course Requirements

To complete the course successfully, a candidate must:

- m) Satisfy class attendance requirements;
- n) Attain a satisfactory standard in required course work; and
- o) Complete all assignments and an exam.

A course participant whose progress has not been satisfactory may be required to terminate his/her candidature.

Course Award

The course will lead to the award of an Advanced Specialist Certificate in Language Assessment.

Entry Requirements

The requirements for admission to the course are:

- j) An approved bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education;
- k) At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes; and
- l) Candidates must meet the minimum language scores for any of the following:
 - o IELTS: 6.5;
 - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
 - o GCE O Level English: B3 and above;
 - o GCE A Level General Paper: C6 and above; or
 - o Cambridge Advanced English (CAE): C and above
 - o SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above

- STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
- Malaysian University English test (MUET): B and 4 and above
- CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
- APTIS (all four macro skills) B2 and above

Note: Applicants who do not meet Criteria (c) are required to pass the RELC English selection test.

Application

Interested applicants must submit the following documents:

- ☐ Application Form A238 (completed and endorsed)
- ☐ Medical Examination Form A228
- ☐ Copies of your certificates of degrees/diplomas, certified by your institution
- ☐ Copies of your transcripts, certified by your institution. Where a transcript is in a language other than English, it should be accompanied by a certified translation into English. (In the absence of a transcript, a certified statement on the degrees/academic qualifications achieved with a listing of subjects studied and subject examination results is required.)
- ☐ Reference letters (The two reference letters can be from an academic staff who has supervised you or a current/previous employer.)
- ☐ Copies of current/valid IELTS or official TOEFL results certified by your institution (for applicants from non-English medium education systems)

Closing Date

The closing date for application is **18 October 2019**.



Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

COURSE INFORMATION 2020

C103

**Blended Postgraduate Diploma in
Applied Linguistics**

**6 Jul –
18 Dec 2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

Course Overview

Rationale	- Designed to enhance the theoretical understanding and practical teaching skills of English Language professionals in the Asia-Pacific region who are interested in obtaining a postgraduate qualification in teaching ESL/EFL. - The Diploma will benefit language lecturers, teachers and specialists in the region who have a first degree and teaching experience.
Duration	24 Weeks (117 hours)
Aims	With a successful completion, participants should be able to: - Apply relevant and appropriate key theories in the field of ELT/Applied Linguistics to their own teaching contexts; - Discuss the main processes and issues involved in second language learning in the era of globalization; and - Demonstrate an understanding of the major teaching and assessment approaches, methods, and techniques that have been widely used and discussed in the field of ELT/Applied Linguistics.
Period and Nature of Study	- The period of study is from 6 July to 18 December 2020 (24 weeks). Students are required to attend 10 weeks of compulsory residential school: - Weeks 1-6 (6 Jul—14 Aug): Residential - Weeks 7-18 (17 Aug—6 Nov): Online - Weeks 19-20 (9—20 Nov): Break - Weeks 21-24 (23 Nov—18 Dec): Residential <i>(Note: Dates listed are tentative and subject to change.)</i>

	Students will do the 3 blended (on-line) modules in their home country during weeks 7—18.
Delivery	- This course consists of six modules: - Three are delivered in a blended mode, combining on-line and face-to-face teaching; and - Three are delivered entirely face-to-face at RELC. - Learner Training is provided to familiarise learners with the system to be used for the online learning.

Description of Modules

Module	Mode of delivery	Mode of Assessment
a) Language Curriculum Design and Implementation	Face-to-Face	Continuous Assessment and Exam
b) Teaching Listening and Speaking	Face-to-Face	Continuous Assessment and Exam
c) Teaching Reading and Writing	Blended	Continuous Assessment and Exam
d) Language Assessment	Blended	Continuous Assessment and Exam
e) Technology Enhanced Language Learning	Blended	Continuous Assessment and Exam
f) Issues in Applied Linguistics	Face-to-Face	Continuous Assessment and Exam

The content of the modules are subject to change. Broadly, the following topics will be covered in the modules:

a) Language Curriculum Design and Implementation (Face-to-Face)

This module combines current language curriculum theory with hands-on application. Through lectures, group work discussions, readings, and classroom tasks and activities, course participants will become familiar with the many trends and challenges in language curriculum design and implementation.

b) Teaching Listening and Speaking (Face-to-Face)

This module is designed firstly to develop participants' understanding of the theoretical bases for the teaching of listening and speaking skills in an ESL/EFL classroom. It also gives focus on the types of micro-skills and strategies involved in listening and speaking and some of the issues and challenges involved in teaching these skills. The course will also critically examine current

approaches to teaching listening and speaking skills and will incorporate a dimension of multimodality.

c) Teaching Reading and Writing (Blended)

This module deals with the principles, design and procedures in the teaching of reading and writing in ESL/EFL situations as well as in a multimodal world. The integration of theory and classroom practice will be achieved via journal writing, sample lesson plans and micro-teaching sessions. Key reading theories and writing approaches will be explored and discussed vis-à-vis the course participants' teaching and learning contexts. There will be a special focus on helping participants to make the transition from the traditional print-based literacy to multimodal-based literacy (reading and viewing, writing and representing) involving more than one mode of conveying meaning – spoken, written, visual, gestural and spatial.

d) Language Assessment (Blended)

This module introduces the basic theoretical principles related to language assessment. Course participants will have the opportunity to reflect on their own language assessment practice in relation to their teaching objectives. There will also be hands-on practice in the planning, designing, and grading of assessment related to receptive and productive language skills. Additionally, this module will explore the rationale for assessment for learning, and the key approaches in implementing such classroom-based assessment.

e) Technology Enhanced Language Learning (Blended)

In today's technologically driven society, learning languages has gone digital and classrooms have become increasingly high tech. How should our English Language teachers respond to the use of technology in their classrooms? What is the role of technology in the teaching of the English Language? How do SLA concepts and methods be made evident in the classrooms that use technology? These questions and issues will be covered in this module. This module will familiarise participants with the current approaches, concepts, principles and practices of the use of technology in teaching and learning of ESL and EFL. Participants will have the opportunity to select, evaluate and curate digital learning tools in their application of SLA concepts and methods in their own teaching contexts.

f) Issues in Applied Linguistics (Face-to-Face)

Applied linguistics is an academic discipline that engages its communities of practice in studying, investigating, and reflecting on the relation of knowledge about language to making decisions in tackling language issues in both educational and social settings. Thus, applied linguistics course participants need to be engaged in discussing key topics, issues, or research areas within the discipline that have significant personal and professional implications for them as language users, learners, and teachers. This module introduces course participants to a range of issues, which fall into the major themes that have traditionally been associated to the applied linguistics discipline, i.e. language use and language pedagogy (including language learning/acquisition). This module does not only aim to equip them with sufficient background knowledge that prepares them for various relevant applied linguistics modules they will study in the blended diploma. It also intends to engage the course participants in critical dialogues on their perspectives on (English) language, and its implications on the ways in which they use, learn, and teach (English) language.

Course Requirements

To complete the course successfully, a candidate must:

- p) Obtain a pass in all modules;
- q) Satisfy face-to-face class attendance requirements; and
- r) Satisfy online mandatory course requirements in terms of the completion of forum postings, quizzes and assignments.

A course participant whose progress has not been satisfactory may be required to terminate his/her candidature.

Course Award

The course will lead to the award of a Blended Postgraduate Diploma in Applied Linguistics.

Admission Requirements

The requirements for admission to the programme are:

- m) An approved bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education;
- n) At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes; and
- o) Candidates must meet the minimum language scores for any of the following:
 - IELTS: 6.5;
 - TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
 - GCE O Level English: B3 and above;
 - GCE A Level General Paper: C6 and above; or
 - Cambridge Advanced English (CAE): C and above
 - SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
 - STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
 - Malaysian University English test (MUET): Band 4 and above
 - CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
 - APTIS (all four macro skills) B2 and above

Note: Applicants who do not meet Criteria (c) are required to pass the RELC English selection test.

IT Requirements

As this is an online course, participants must ensure that they have the following minimum requirements being they can use the LMS program:

- Mozilla Firefox or Internet Explorer (IE) 8.0 internet browsers
- Desktop/Notebook PC minimum technical specifications:
 - CPU: Intel Core i3 (minimum)
 - Main memory: 2 GB (minimum)
 - Hard disk: 320GB
 - Webcam
- Internet speed: A minimum of 1 MB/sec
- Software specifications:
 - Desktop/Notebook Operating System: Windows 7, Vista or XP SP3
 - Adobe Flash Player 11 or later
 - Adobe Shockwave Player 11.5 or later
 - Sun Java TM 6 Update 23 or later
 - Cookies (activated)
 - Microsoft Office (2003 upwards) or Open Office

Application

Interested applicants must submit the following documents:

- ☐ Application Form A238 (completed and endorsed)
- ☐ Medical Examination Form A228
- ☐ Copies of your certificates of degrees/diplomas, certified by your institution
- ☐ Copies of your transcripts, certified by your institution. Where a transcript is in a language other than English, it should be accompanied by a certified translation into English. (In the absence of a transcript, a certified statement on the degrees/academic qualifications achieved with a listing of subjects studied and subject examination results is required.)
- ☐ Reference letters (The two reference letters can be from an academic staff who has supervised you or a current/previous employer.)
- ☐ Copies of current/valid IELTS or official TOEFL results certified by your institution (for applicants from non-English medium education systems)

Closing Date

The closing date for application is **28 February 2020**.



Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

COURSE INFORMATION 2020

C419

**Specialist Certificate in the Professional
 Development of Teacher Leaders /
 Supervisors**

**13 – 30
 Oct 2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

Course Overview

Rationale	▪ In most educational contexts, teacher educators, supervisors and ELT Heads of Language Departments are often drawn from the ranks of experienced teachers or supervisors and thrust into the job of developing others with themselves having little professional knowledge of how that professional development and in-service training should be managed. ▪ This course is meant for teacher leaders and supervisors who are engaged in the planning of language professional development programmes for in-service ELT teachers.
Duration	3 weeks (54 hours)
Aims	By the end of the course, participants will be able to: ▪ enable participants to be aware of the different models and practices in the area of Continuous Professional Development for language teachers ▪ enable participants to articulate the principles which underpin in-service training decisions for language education ▪ raise awareness of best practices and key principles of training for the purpose of professional development and training of in-service teachers of English ▪ give participants an opportunity to design, plan and resource professional development programmes suited to their work contexts ▪ equip participants with the knowledge and skills needed for classroom observation and holding pre and post-observation conferencing with teachers about language teaching and learning
Components	1. Approaches to Language Teacher Education and Professional Development (18 hours) This component will examine approaches to professional development for language teachers and explore models of in-service training. It will review factors affecting the design of language education courses and look at

	contextualising Professional Development for language teachers in different contexts. 2. Designing, Planning, Resourcing and Evaluating Language Training (18 hours) This component will examine the skills and qualities needed by teacher leaders in carrying out their roles. Amongst the skills that will be reviewed are facilitation and mentoring skills. Participants will also be introduced to Training Methodology for language teacher education and how to use the methodology in planning language training sessions- linking content and process. 3. Observation and Feedback of Language Teaching-Learning (18 hours) This component will examine the value of classroom observation and conferencing. It will review models of teaching supervision and evaluate their suitability to the language classroom. It will look at the skills needed for effective supervision of language teachers. Amongst the skills that will be reviewed are feedback skills and skills in managing conflict.
Delivery	The training strategies used in this course are highly interactive. They include lectures, task-based workshops, role plays and discussions.

Course Requirements

To complete the course successfully, a candidate must:

- s) Satisfy class attendance requirements;
- t) Attain a satisfactory standard in required course work; and
- u) Complete all assignments.

Course Award

The course will lead to the award of a Specialist Certificate on the Professional Development of Teacher Leaders/Supervisors.

Entry Requirements

The course accepts a wide range of qualifications for entry into the programme. The requirements for admission to the course are:

- p) A bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL, or Education;
- q) At least 2 years of teaching experience; preference will be given to candidates who are teacher leaders (i.e. senior teachers/master teachers) or supervisors or heads of department and
- r) Candidates must meet the minimum language scores for any of the following:
 - o IELTS: 6.5;
 - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
 - o GCE O Level English: B3 and above;
 - o GCE A Level General Paper: C6 and above; or

- Cambridge Advanced English (CAE): C and above
- SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
- STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
- Malaysian University English test (MUET): Band 4 and above
- CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
- APTIS (all four macro skills) B2 and above

Application

Interested applicants must submit the following documents:

- ☐ Application Form A238 (completed and endorsed)
- ☐ Medical Examination Form A228
- ☐ Copies of your certificates of degrees/diplomas, certified by your institution
- ☐ Copies of your transcripts, certified by your institution. Where a transcript is in a language other than English, it should be accompanied by a certified translation into English. (In the absence of a transcript, a certified statement on the degrees/academic qualifications achieved with a listing of subjects studied and subject examination results is required.)
- ☐ Reference letters (The two reference letters can be from an academic staff who has supervised you or a current/previous employer.)
- ☐ Copies of current/valid IELTS or official TOEFL results certified by your institution (for applicants from non-English medium education systems)

Closing Date

The closing date for application is **28 February 2020**.