



Republic of the Philippines
Department of Education
CARAGA REGION



January 11, 2021

REGIONAL MEMORANDUM

No. 011, s. 2021

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

NOMINATIONS FOR LANGUAGE EDUCATORS OF SOUTHEAST ASIAN
MINISTERS OF EDUCATION REGIONAL LANGUAGE CENTRE

1. The Southeast Asian Ministers of Education Regional Language Centre (SEAMEO RLC) announces its various scholarship programs for the calendar year 2021.
2. These short-course certificate programs cover all registration fees, tuition fees, subsistence allowance, airfare, and accommodation for the period of stay at RELC Singapore. These scholarship programs are designed for English language educators.
3. The entry requirements, application form and other details of the program are enclosed in this memorandum. For further inquiries and clarifications, you may contact the DepEd Scholarship Secretariat at (02) 633-9455 or thru email at scholarships@deped.gov.ph.
4. All pertinent documents must be submitted to this office through the Regional Human Resource Development Division on or before January 18, 2021.
5. Immediate dissemination and appropriate action for this Memorandum is desired.

FRANCIS CESAR B. BRINGAS, CESO V
Regional Director

Encls.: Ss stated
Reference: DM-OUCI-2020-411
To be indicated in the Perpetual Index
under the following subjects:

LEARNING AND DEVELOPMENT

SCHOLARSHIP

HRD/ea/c
01/11/2021



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
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Republic of the Philippines

Department of Education

UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

MEMORANDUM
DM-OUCI-2020-411

TO : Minister of Ministry of Basic, Higher and Technical Education, BARMM
Regional Directors
Schools 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 : 30 October 2020

The Southeast Asian Ministers of Education Organization Regional Language Centre announces its scholarship programmes for the calendar year 2021

Course Code/ Course Title	Course Dates	Objectives of Programme	No. of Scholarships Available	Deadline of Submission of Requirements
C111: Advanced Specialist Certificate in Teaching Listening and Speaking	19 Jan 2021 – 5 Feb 2021	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	20 Nov 2020
C112: Advanced Specialist Certificate in Teaching Reading and Writing	19 Jan 2021 – 5 Feb 2021	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	20 Nov 2020

NEAP/PDD/Lozano

MA TESOL Master of Arts in Teaching English to Speakers of Other Languages jointly offered by the Victoria University of Wellington (VUW) in New Zealand and SEAMEO RELC	15 Feb 2021 – 11 Feb 2022	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	20 Nov 2020
C422: Specialist Certificate in Teaching English as an International Language	30 March 2021 – 16 April 2021	Engages course participants in learning how to use and teach English across cultures.	One (1) Slot	20 Nov 2020
C113 Advanced Specialist Certificate (I) in Language Assessment	4 May 2021 – 21 May 2021	Provide teachers and school leaders a firm grounding in the basic theoretical principles and practices of planning, constructing and conducting assessment of learning	One (1) Slot	12 Feb 2021
C103 Blended Postgraduate Diploma in Applied Linguistics	6 Jul 2021 – 18 Dec 2021	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	12 Feb 2021
CELT-S: Certificate in English Language Teaching – Secondary Education	2 Aug 2021 – 28 Feb 2022	CELT-S is a qualification designed for English language teachers working in secondary education (ages 11-18)	One (1) Slot	12 Feb 2021

C419 Specialist Certificate in Professional Development of Teacher Leaders/Super visors	14 Sept 2021 – 1 Oct 2021	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	12 Feb 2021
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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.

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.

INTERNATIONAL STUDENT FULL DEGREE APPLICATION FORM

This application form is to be used by all international students applying to study for a degree programme at Victoria, with the exception of PhD.

There is a separate application process for PhD applicants, managed by the Faculty of Graduate Research – see www.victoria.ac.nz/fgr

ALL sections must be completed. Please print clearly in block letters. Enclose one set of supporting documents with this application – all documents must be originals or certified copies. This application will not be processed unless full documentation is attached.

Please mail your completed form – emailed applications are NOT accepted.

SUBMISSION DETAILS

This application is submitted by

☐ Self (direct applicant)

☐ Representative

E-MAIL ADDRESS FOR CORRESPONDENCE (representative or student)

POSTAL ADDRESS FOR CORRESPONDENCE (representative or student)

**Please note that we cannot courier/FedEx to PO Box numbers. If a PO Box number is provided this may delay postage time.*

Are you studying at an institution which has a special arrangement with Victoria (e.g., Partner University Programmes, Tuition Fees Discount Agreement)? If so, please specify:

STUDENT PERSONAL DETAILS

FAMILY NAME (as shown on student passport)

GIVEN NAME(S) (as shown on student passport)

FULL NAME (in an order you want your legal name to be shown in official university records)

GENDER ☐ Male ☐ Female DATE OF BIRTH

NATIONALITY (as shown on student passport)

Are you also a New Zealand citizen/Permanent Resident?

☐ Yes ☐ No

STUDENT TELEPHONE

STUDENT E-MAIL ADDRESS (if not already given above)

DISABILITY SUPPORT QUESTIONS

Do you have a disability, impairment, long-term injury or chronic medical condition?

☐ Yes ☐ No

Are you deaf?

☐ Yes ☐ No

Some additional costs may apply, so it is important that you contact us at victoria-international@vuw.ac.nz to discuss your needs

FUNDING OF STUDY

How do you intend to pay for your studies?

☐ Private funds

☐ Home government scholarship (please specify scholarship type)

☐ NZ ASEAN, Pacific, Development or Commonwealth Scholarship (please specify scholarship type)

☐ Other (please specify below)

PROFICIENCY IN ENGLISH

To study at Victoria you MUST be proficient in English.

For details of requirements, see www.victoria.ac.nz/international. Documentary evidence of the following information is required.

☐ English was the language of instruction in previous studies completed in a native English speaking country.

☐ I will study/am studying in the Victoria University English Proficiency Programme

☐ I will sit/have sat an English proficiency test

Date taken/to be taken

English test name

Results (if known)

PREFERRED PROGRAMME OF STUDY AT VICTORIA (IN ORDER OF PREFERENCE)

What degree/qualification is this application for?

Degree/Qualification

Major(s)

1st Choice:

2nd Choice:

Masters by Research Applicants

Masters by research applicants are advised to contact an academic in the relevant School/Department to ensure that the area of proposed research can be supervised at Victoria University of Wellington.

When do you intend to begin study at Victoria? ☐ February ☐ July ☐ November Year:

What is your intended career?

Do you think your chosen qualification will help you fulfil this career aspiration? ☐ Yes ☐ No

QUALIFICATIONS AND ACADEMIC RECORDS

Please provide details and official documentation of your academic results for all university qualifications. Include complete and incomplete qualifications.

Pre-university study		Date	Date
Name of qualification	Institution and country	commenced	completed
Undergraduate		Date	Date
Name of qualification	Institution and country	commenced	completed
Postgraduate		Date	Date
Name of qualification	Institution and country	commenced	completed

Are you CURRENTLY awaiting results of any studies undertaken this year?

☐ NO	☐ YES – Please indicate below when these results will be available	
Degree/Qualification	Institution and country	Date results available

Are you seeking a credit transfer (undergraduate applicants only)

☐ NO ☐ YES Please provide official academic transcripts and course descriptions for all tertiary study. If you are awaiting results, please provide these documents as soon as possible. Credit transfer guidelines are found at www.victoria.ac.nz/international

Relevant work history/experience

If you have work experience relevant to this application, please supply a copy of your C.V. (work experience is not taken into account for admission to undergraduate programmes).

I HAVE INCLUDED:

- ☐ Certified copy of my passport personal details page
- ☐ Evidence of my English proficiency (where required)
- ☐ Official documentation of my academic results
Certified copies are preferred. Originals will only be returned where specifically requested at the time they are submitted.

IMPORTANT NOTES:

Documents submitted with this application must be originals or certified true copies of the originals, translated into English if necessary. Any certified documents submitted must be certified by the institution that issued the documents or by an official notary and must bear the official stamp of the person or institution. Photocopies or facsimiles of documents are not acceptable.

The submission of fraudulent or forged documentation in support of this application will automatically disqualify a student from enrolment. Victoria University of Wellington reserves the right to inform all other New Zealand Universities of such cases, including the student's name and date of birth.

Immigration New Zealand and the Police will also be informed. The submission of enrolment application documentation with this University denotes acceptance of these terms and constitutes consent to disclosure for the purposes of Privacy Principle 11 set out in the Privacy Act 1993.

Where places on a degree programme are limited, higher entry requirements may be applied at the discretion of Victoria University of Wellington.

PLEASE RETURN THIS FORM AND ALL CERTIFIED/ ATTESTED DOCUMENTATION TO:

Victoria International
Victoria University of Wellington
Level 2, Easterfield Building, Kelburn Campus
PO Box 600
Wellington, NEW ZEALAND

DECLARATION AND SIGNATURE

- The information set out in this application and supporting documents is true and complete to the best of my knowledge. I understand that if I withhold information or provide false or misleading information my enrolment may be declined or terminated.
- I understand that I will not be admitted into the course or programme for which I have applied:
 - unless my application complies with the Admission and Enrolment Statute (www.victoria.ac.nz/admission-enrolment-statute) and relevant Qualification and Degree Statutes; and
 - until any conditions advised by the University have been satisfied.
- I understand that the University may amend course and programme offerings, fees, levies, statutes, policies and procedures without notice.
- I understand that the University will collect, store, use and disclose personal information about me in the course of conducting its proper business and that a unique identifier will be assigned to me to facilitate this. I have read and understand how such information will be managed and disclosed in accordance with the Privacy Act 1993, and as outlined on the University website www.victoria.ac.nz/privacy. I acknowledge that I have the right to access and seek correction of personal information about me.
- I have read and understand the refund policy which is included in the Victoria University of Wellington Fees Statute (www.victoria.ac.nz/documents/policy/finance/fees-statute-2017).
- I understand that I must meet the requirements of Immigration New Zealand to study in New Zealand.
- I authorise Immigration New Zealand and the Ministry of Business, Innovation and Employment to provide the University with any personal details regarding my immigration status, including any information that I have submitted to Immigration New Zealand in the course of any visa or permit application.
- I further agree that the University may supply personal information to Immigration New Zealand and the Ministry of Business, Innovation and Employment where the University considers the information relevant to my immigration status.
- I understand that I must notify the University of any change in my contact details, accommodation type, residential address or immigration status.
- I am aware of the tuition and living costs associated with studying in the course or programme and I am able to meet all expenses (including medical expenses) for the duration of my study. I understand that if I am unable to meet these costs, the University and the New Zealand Government will not be expected to help me.

APPLICATION TO STUDY AS AN INTERNATIONAL STUDENT

MINIMUM ACADEMIC REQUIREMENTS FOR UNDERGRADUATE ADMISSION

NEW ZEALAND

Entry from NCEA:

- Attained NCEA Level 3; and
- Achieved 14 credits at NCEA Level 3 in each of three subjects from the list of approved subjects; and
- Achieved University Entrance Literacy requirements: 10 credits at Level 2 or higher, made up of 5 credits in reading and 5 credits in writing from specific standards; and
- Achieved University Entrance Numeracy requirements: 10 credits at Level 1 or higher from specific achievement standards, or three specific numeracy unit standards.

For more information visit: www.nzqa.govt.nz/qualifications-standards/awards/university-entrance

Successful completion of the NZ Diploma in Business; or Successful completion of one year of full-time study toward the NZ Diploma in Business with a B- average

Successful completion of a New Zealand university foundation programme – for grade requirements contact the Admissions team

Successful completion of a one year qualification rated Level 4 or higher by NZQA and taught by a NZ polytechnic or university; or Successful completion of one year of full-time study towards such a qualification, with at least a B- average

AUSTRALIA Completion of Year 12 with an ATAR of at least 75

BRAZIL Successful completion of one year of Bachelor degree level study at a recognised institution*

CANADA High School Diploma with an average of 65% or higher across 5 subjects in Grade 12. Requirements vary from Province to Province. For Province-specific requirements, please contact Victoria International Admissions, email victoria-international@vuw.ac.nz

CHINA PRC Senior High School Graduation minimum 75% overall, plus one year of Bachelor degree level study at a recognised institution; or Senior High School Graduation minimum 75% overall, plus a completed 2 or 3 year Diploma from a recognised institution; or Achieved a Tier 1 score in the National University Entrance Examination (Gaokao) at a recognised institution

DENMARK Successful completion of Højere Handelseksamen; or Successful completion of Højere Forberedelseksamen. A grade of 7 or higher in English fulfils the English language requirement

FIJI See South Pacific Nations

FINLAND Successful completion of Ylioppilastutkinto / Studentexamen. A grade of 8 or higher in English fulfils the English language requirement

FRANCE Successful completion of Diplôme du Baccalauréat

GERMANY Successful completion of Zeugnis der Allgemeinen Hochschulreife (Abitur). A grade of 13 or higher in English fulfils the English language requirement

HONG KONG Successful completion of the Hong Kong Diploma of Secondary Education (HKDSE) with at least 3 subjects achieved at Level 4 or higher, including English and 2 elective subjects; or

Three Advanced Level passes at C grade or higher

INDIA All-India Senior School Certificate (AISSC) minimum 75% overall; or India School Certificate (ISC) minimum 75% overall. A grade of 65% or higher in English fulfils the English language requirement

INDONESIA SMA 3 with a GPA of 7.0, plus one year of study at a recognised institution; or SMA 3 with a GPA of 8.0 or higher at a recognised institution

INTERNATIONAL BACCALAUREATE Achievement of the Diploma

IRAN High School Diploma in Grade 15 or higher, plus one year of Bachelor degree level study at a recognised institution

JAPAN High School Diploma with an average of 3.5 or higher

KOREA Korean University Entrance Examination minimum mark of 80%, or score of 250; or

High School Diploma, plus one year of Bachelor degree level study at a recognised institution

MALAYSIA STPM with 3 passes at C grade or higher; or Maximum score of 18 points over 6 academic subjects in the UEC; or

Three Advanced Level passes at C grade or higher; or Successful completion of an Australian Matriculation programme with a ATAR of at least 75; or

Successful completion of the Ontario Secondary School Diploma (Canadian Pre-U) with an average of at least 65% across six subjects in Grade 12.

A grade of A, A+, A- in SPM English; or B4 or higher in GCE O-level English 1119; or B or higher in STPM English; or B4 or higher in UEC English fulfils the English language requirement

NETHERLANDS VWO Gymnasium A or B

NORWAY Vitnemål for Videregående. A grade of 4/VG or higher in English fulfils the English language requirement

PHILIPPINES Successful completion of one year of Bachelor degree level study at a recognised institution

SAMOA See South Pacific Nations

SAUDI ARABIA One year of Bachelor degree level study at a recognised institution; or

Successful completion of a 2 or 3 year Diploma from a recognised institution

SINGAPORE Three H2 Level passes at grade C or higher; or 18 points where A=10, B=8, C=6 etc

SOUTH AFRICA Senior Matriculation Certificate (National Senior Certificate) with an aggregate score of C or 3. A grade of D or 4 or higher in English fulfils the English language requirement

SOUTH PACIFIC NATIONS South Pacific Senior Secondary Certificate with 3 B/ Merit grades plus a minimum grade of 5 in PSSC English and 6 in PSSC Maths; or University of the South Pacific Foundation year with a minimum of C in Communication; or

National University of Samoa Foundation Certificate with an average grade B3; or A score of 250 or higher in the Fiji 7th Form Certificate with passes in 4 subjects; or Tonga National Form 7 Certificate with 3 B grades plus a minimum grade of 5 in PSSC English and 6 in PSSC Maths

SRI LANKA Three Advanced Level passes at grade C or better

SWEDEN Avgångsbetyg or Slutbetyg. A grade of 4/VG or higher in English fulfils the English language requirement

TAIWAN Senior High School Diploma with an average grade of 'B+', plus one year of bachelor degree level study at a recognised institution

THAILAND Matayom 6 with a GPA of 3.2 or higher; or

Successful completion of one year of bachelor degree level study at a recognised institution with a GPA of 2.5 or higher

TONGA See South Pacific Nations

UNITED KINGDOM Three Advanced Level passes at grade C or higher

USA High School Diploma, plus SAT score higher than 1650 with at least 500 in each of Critical Reading, Math, and Writing; or

High School Diploma, plus ACT score of 24 or higher. Applicable only to SAT scores issued before March 2016. For scores issued after March 2016, please contact Victoria International Admissions, email victoria-international@vuw.ac.nz

VIETNAM Grade 12 with a GPA of 8.0 or higher (when 'High School Graduation Certificate' attained in 2016 and onwards); or

'High School Graduation Examination' with a GPA of 7.0 or higher, plus one year of Bachelor degree level study at a recognised institution (when 'High School Graduation Certificate' awarded up to and including 2015); or

'High School Graduation Examination' with a GPA of 8.0 or higher (when 'High School Graduation Certificate' awarded up to and including 2015) at a recognised institution

*To find out if yours is a recognised institution, please contact Victoria International Admissions, email victoria-international@vuw.ac.nz

APPLICATION TO STUDY AS AN INTERNATIONAL STUDENT

ENTRY REQUIREMENTS

TO STUDY AT VICTORIA UNIVERSITY OF WELLINGTON AS AN INTERNATIONAL STUDENT YOU WILL NEED A GOOD COMMAND OF THE ENGLISH LANGUAGE AND A GOOD RECORD OF ACADEMIC ACHIEVEMENT.

IMPORTANT: These are the **minimum** English language and academic requirements for admission to Victoria. Where places on a degree programme are limited, higher entry requirements may be applied at the discretion of the University.

UNDERGRADUATE STUDY

ENGLISH LANGUAGE REQUIREMENTS

- IELTS overall band of 6.0 with no sub-score below 5.5; or
- TOEFL 80 on the internet-based test; or
- A minimum of three ratings of 4 and one rating of 3 in the Victoria University English Proficiency Programme test – see Pathways Programmes in the Victoria International Prospectus, page 30; or
- Pearson Test of English: A score of 58 (with a 'Communicative' score of not less than 50).

The following programmes have specific English language requirements:

- Undergraduate teaching degree programmes may require a minimum IELTS overall band of 7.0 with no sub-score below 7.0.

ACADEMIC REQUIREMENTS

See qualifications for entry table overleaf.

If you have studied a university foundation programme outside of New Zealand, it must be recognised by Victoria and you will need to have successfully completed the programme with at least a 75% average or equivalent. Applications are assessed on a case-by-case basis.

ACADEMIC CREDIT TRANSFER AND EXEMPTIONS

Academic credit transfer recognises previous study at another recognised institution and transfers university points (credit) to a degree at Victoria University of Wellington. Credit transfer can reduce the number of courses required to complete a degree. In some cases, it may be possible to complete a degree in two years, instead of three.

Please note that academic credit transfer is not applicable for postgraduate study.

Any undergraduate applicant who has more than the minimum entrance requirements for an undergraduate degree can apply for credit transfer on their application form. Full official documentation from previous studies must be provided, including an original academic transcript, signed and dated by the issuing institution, or a certified copy of the original. Detailed course descriptions of previous study may also be required.

If you have already completed a course that is equivalent to one required at Victoria for a prerequisite, major or degree, you may be considered for an exemption so that you do not have to take it again. An exemption does not necessarily transfer credit or points. You may be considered for an exemption as part of the credit transfer assessment.

The assessment process usually takes up to six weeks, so you are strongly encouraged to apply for this with your initial International Student Application to study at Victoria.

POSTGRADUATE STUDY + RESEARCH

ENGLISH LANGUAGE REQUIREMENTS

- IELTS overall band of 6.5, no sub-score below 6.0; or
- TOEFL 90 on the internet-based test with at least 20 in writing; or
- A minimum of two ratings of 5 and two ratings of 4 in the Victoria University English Proficiency Programme test – see Pathways Programmes in the Victoria International Prospectus, page 30; or
- Pearson Test of English: A score of 65 (with a 'Communicative' score of not less than 58).

The following programmes have specific English language requirements:

- Postgraduate teaching degree programmes and all Graduate School of Nursing, Midwifery and Health programmes require a minimum IELTS overall band of 7.0 with no sub-score below 7.0.
- Master of Laws and Master of International Trade requires a minimum IELTS overall band of 7.0 with writing score of 7.0 with no sub-score below 6.5; or TOEFL or Victoria University English Proficiency Programme equivalent.
- Master of Information Management requires a minimum IELTS overall band of 6.5, with writing score of 7.0 with no sub-score below 6.0; or TOEFL or Victoria University English Proficiency Programme equivalent.
- Master of e-Government requires a minimum IELTS overall band of 6.5 with writing score of 7.0 with no sub-score below 6.0; or TOEFL or Victoria University English Proficiency Programme equivalent.

ACADEMIC REQUIREMENTS

Academic entry requirements for Victoria's postgraduate programmes vary. You will need to have successfully completed a New Zealand Bachelor's degree or its overseas equivalent from a recognised tertiary institution; and, for some programmes, evidence of relevant work/research experience may be necessary.

In general, for applicants who have a Bachelor's degree graded in a GPA system, the GPA should be at least 3.0 out of 4.0. For applicants with a Bachelor's degree graded in the British system, including India, the Bachelor's degree must be in the first or upper second class. Please note some programmes may require a higher entry requirement.

In addition to this application, applicants should include:

- Graduation certificates and full academic transcripts for all tertiary studies.
- Two Academic References.
- Your Curriculum Vitae.
- Research proposal for thesis programmes.

PROOF OF ENGLISH LANGUAGE PROFICIENCY

When applying for admission, please provide a copy of your latest test score, if available. Please note that test results are only valid for two years.

You may be exempt from the English language requirements if your previous studies were undertaken in a native English speaking country. However, this still may not guarantee entry to the University without an IELTS or TOEFL test score.

PLAN YOUR DEGREE AND MAJOR

We encourage students to research the Victoria degrees and majors they plan to study at the University.
For a full list of degrees and subject areas offered, see www.victoria.ac.nz/international/study
PhD applicants: Do NOT use this application form. There is a separate application process for the PhD degree, managed by the Faculty of Graduate Research – see www.victoria.ac.nz/fgf

SUBMIT YOUR APPLICATION

Complete all sections on the attached Application Form, sign it and courier (preferably using a tracked worldwide courier service) or mail your form and supporting documents to the address on the application form so it arrives by the closing dates listed on the right.

As a minimum, you must include:

- A completed International Student Application Form
- Official documentation of your academic results
- A certified copy of your passport personal details page

Note that some Victoria programmes have additional requirements.

If your first language is not English you must also include supporting evidence of your English proficiency – see page 2 of this form for details.

Postgraduate students must also include the items listed in the Entry Requirements for Postgraduate Study and Research on page 2 of this form.

APPLICATION CLOSING DATES

For study beginning in:
Trimester 1 (March): 1 December
Trimester 2 (July): 1 May
Trimester 3 (November): 1 September
Some programmes have an earlier application closing date. Applications received after the above dates are considered on a case-by-case basis.

RECEIVE OFFER OF PLACE

When we receive your application we will acknowledge it with an email. After an assessment is made, successful applicants will receive an offer of place and pre-arrival information by email, including your offer status, offered programme and start date.

VISIT THE PRE-ARRIVAL WEBSITE

It is important to review the pre-arrival information at www.victoria.ac.nz/pre-arrival, which includes important advice on the accommodation application process, your student visa, and medical and travel insurance.

POLICIES TO PROTECT YOU

CODE OF PRACTICE

The Education (Pastoral Care of International Students) Code of Practice published by the Ministry of Education is a policy specially designed for international students. It sets the standards of advice and care that must be given by an institution to an international student.

Victoria University of Wellington has agreed to observe and be bound by The Code. Copies of The Code are available from Victoria International or from the NZQA website at www.nzqa.govt.nz/the-code. Students or parents of students who feel an area of The Code has been breached should document the breach in writing to the Assistant Vice-Chancellor (International), who will take all steps to ensure that the grievance is settled. If a favorable result is not reached, the case will be referred to the Code Administrator. The University agrees to be bound by the Code procedures and will offer any information and cooperate with NZQA while they investigate a complaint. Students have the right to information about progress and decisions regarding their complaint as well as translation services if necessary to ensure adequate comprehension.

FEES, LEVIES AND CHARGES

International students ('Students') are required to pay a tuition fee for each course in which they are enrolled, course material charges, student services levy, student assistance levy, and other administrative charges ('Fees'). A small number of courses have an Overseas Travel Component as additional costs. For more information on these charges see the Victoria University Fees Statute ('the Fees Statute'). Please refer to the most recent Fees Statute at www.victoria.ac.nz/fees

Any programme or course offered by the University and listed in its Calendar may be cancelled by the University as a result of insufficient resources or student demand. The Vice-Chancellor concedes that Victoria University has the financial resources available to refund fees to students enrolled in any cancelled programme. If a course is unable to proceed due to destruction or damage to buildings, plant and equipment and other tangible assets, fees will be refunded to the students affected. In this case the fees refund will be covered by the University's Industrial Special Risks Policy and be classified as a consequential loss.

Refund statement

1. REFUNDS

Refunds of Fees to Students are made in accordance with the current Fees Statute www.victoria.ac.nz/fees. Refunds for International Students are only processed once the Student has applied to the Student Fee Advisor in writing.

- 1.1 A Student is entitled to a full refund of all money that remains in their account after enrolment. This refund will be granted provided the Student has paid their Fees in full and holds a valid student visa for the period of study. The monies up to a value of \$15,000 per academic year will be paid directly to the student. Any monies to be refunded over and above this amount will be refunded to the originating bank account and an administration fee will be applicable.
- 1.2 An International Student who withdraws from the University and transfers to another institution must inform Victoria International and their Student Fee Advisor in writing and provide copies of their new Offer documents. Any refund of fees will be sent directly to the relevant institution less an International Transfer Fee prescribed in the Fees Statute.
- 1.3 A Student enrolled in a trimester-based programme who obtains a residency permit during the course of their study will be considered an international student for the trimester in which residency is granted, unless the residency is granted within the dates prescribed in the Fees Statute. The Student will be treated as a domestic student from the following trimester.
- 1.4 A Student who is not enrolled in a trimester-based programme and who obtains a residency permit will be given a refund (pro rated) from the week after the date on which residency is granted. A Student's residency status is effective from the date on which residency is granted as shown in their passport.
- 1.5 A Student enrolled in CertEngProf who provides written notice of withdrawal within two weeks of beginning the programme shall receive a full refund of fees less the admission fee if applicable.

- 1.6 A student enrolled in a PhD or Masters by Thesis for six or twelve months, who gives written notice of withdrawal from enrolment within four weeks of having been enrolled, shall cease to be liable for the fees associated with that course.
- 1.7 A student who gives written notice of withdrawal from a supervised individual research paper/project, practicum, dissertation or similar course within four weeks of the start date for that course shall cease to be liable for the fees of that course.
- 1.8 Victoria University may approve partial or full refunds in exceptional circumstances. Refunds will be subject to receipt of a written request setting out the full circumstances. If a full fee reconsideration is approved, the University will reverse the full tuition and non-tuition fees liable to the student, less \$100.
- 1.9 Refunds of fee payments derived from a Contract will be credited back to the organisation that has set up the contract with the University. Refunds will not be made to students if there are fees remaining to be paid for their current academic year.
- 1.10 Subject to clauses 1.2 to 1.9, all refunds will be paid by bank transfer (on production of appropriate photo ID).

2. FULL REFUNDS

- 2.1 Full refunds will be made pursuant to the relevant clauses of the Fees Statute and in the following circumstances:
 - a) The Student is unable to take up the offer of admission;
 - b) Immigration New Zealand has refused a Student a visa for study in New Zealand;
 - c) A Student's application for a visa extension is refused by the Immigration New Zealand; or
 - d) Victoria University is unable to proceed with the course(s) offered.
- 2.2 If a Student completely withdraws or temporarily ceases studying at Victoria University and seeks a refund, they will be required to provide proof that they no longer hold a Victoria University student visa before their refund will be actioned.

Subject to subsections 1.2 and 2.1, international students that have prepaid tuition fees who travel to New Zealand and do not complete their enrolment or who have given notice of withdrawal from all of their courses on or before the dates outlined in www.victoria.ac.nz/students/study/course-additions-withdrawals will receive a 100% refund of pre-paid tuition fees less an administration fee. The monies will be refunded to the originating bank account.

Withdrawal from courses

A student must give written notice of a course withdrawal to the Faculty Office within the deadlines stated in the Fees Statute to receive full or partial refund of the tuition fees. Non-payment of fees, ceasing to attend, or verbally advising a member of staff will not be accepted as notice of withdrawal. For further details, see the most recent Fees Statute at www.victoria.ac.nz/fees

GRIEVANCE PROCEDURES

Victoria University seeks to provide a learning environment designed to help students achieve their full potential, and has procedures in place to ensure decisions affecting a student's learning and progress are fair.

Students, who feel that they have not been treated fairly at the University, should take note of the Statute on Academic Grievances – see www.victoria.ac.nz/academic-grievance-policy

Any international student who has a grievance against the University in any capacity should contact a Victoria International staff member. If the grievance cannot be solved, Victoria International will refer the case to an appropriate area of the University.

If the outcome of this procedure is unsatisfactory, a Student can contact NZQA, www.victoria.ac.nz/students/support/international/code-of-practice

Note that all policies are subject to change, so please refer to www.victoria.ac.nz/international/current-students/policies.aspx



Southeast Asian Ministers of Education Organization
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COURSE INFORMATION 2021

C111

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

**19 Jan 2021 –
5 Feb 2021**

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; ▪ Examine current approaches to teaching listening and speaking; ▪ Focus on the sub-skills and strategies involved in listening and speaking and ▪ Examine issues and challenges involved in teaching listening and speaking.
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 and principles of teaching listening and speaking; and ▪ Discuss and develop lessons in teaching different listening and speaking skills and sub-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:
 - 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.

Application

Interested applicants must submit the following documents:

- ☐ Application Form (completed and endorsed)
- ☐ Medical Examination Form
- ☐ 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

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Southeast Asian Ministers of Education Organization
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COURSE INFORMATION 2021

C112

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

**19 Jan 2021 –
5 Feb 2021**

Course Overview

Rationale	▪ This course deals with the principles, design and procedures in teaching reading and writing in ESL/EFL situations within a multimodal world. ▪ The integration of theory and classroom practice will be achieved via journal writing, sample lesson plans and micro-teaching sessions. ▪ Key theories of reading and writing and current approaches to teaching reading and writing 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 using traditional print-based to multimodal materials.
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 reading and writing skills and sub-skills.
Components	1. Teaching Reading 2. 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:

- 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 Reading and Writing.

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:
 - 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.

Application

Interested applicants must submit the following documents:

- ☐ Application Form (completed and endorsed)
- ☐ Medical Examination Form
- ☐ 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)



Southeast Asian Ministers of Education Organization
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COURSE INFORMATION 2021

**MA
TESOL**

**Master of Arts in Teaching
English to Speakers of Other
Languages**

**15 Feb 2021 –
11 Feb 2022**

A one-year full-time programme jointly offered by the Victoria University of Wellington, New Zealand and SEAMEO RELC

Programme Overview

Learning Outcomes	Victoria University of Wellington's MA TESOL attracts English language teachers from around the world who wish to upskill and become more effective in classroom teaching, assessment and curriculum design. 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 research studies.
Duration	1 Year (3 trimesters)
Period and Nature of Study	• The programme consists of three trimesters of full-time study over one academic year. • In 2021 the programme begins on 15 Feb with a two-day pre-course orientation programme. It ends on 11 Feb 2022. • In trimester 1 (15 Feb – 21 May 2021) and trimester 2 (5 Jul – 8 Oct 2021) course participants of the programme will study at a compulsory residential school at SEAMEO RELC in Singapore through a combination of face-to-face and blended (face-to-face and on-line) courses.

	In trimester 3 (8 Nov 2021 – 11 Feb 2022) the course participants will continue their study on-line in their home country. In each trimester course participants enrol in four 15 point courses. # Details of the courses can be found on-line at https://www.victoria.ac.nz/explore/postgraduate-subjects/tesol/overview?international=true
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Description of Courses

Course participants are required to complete **twelve** compulsory courses. However, course participants with a Postgraduate Diploma in Applied Linguistics conferred by SEAMEO RELC or an equivalent post-graduate qualification will be eligible for a **four** course exemption, i.e. 120 points instead of 180 points. (See Admission Requirements below.)

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	This course examines 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 course participants 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.

COURSE CODE/ TITLE	DESCRIPTION
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	This course focuses 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	This course examines 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	This course focuses on the role of teachers as researchers who seek to improve their classroom teaching and learning environment. It will cover the essentials of classroom research design, including establishing a research problem, writing research questions, selecting methods, writing a literature review, and collecting and analysing data. Course participants will have the opportunity to explore and write a proposal for a small-scale classroom-based research problem in language teaching, learning or assessment in the participants' teaching context. The course will also discuss practical issues on research proposal, schedule, and ethics.
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.
LALS#512 Teaching and Learning Grammar	This course provides 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

COURSE CODE/ TITLE	DESCRIPTION
	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.

*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:

- Obtain a pass in all courses;
- Satisfy class attendance requirements; and
- 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 courses as required. 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) 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.

Applicants with a Postgraduate Diploma in Applied Linguistics conferred by SEAMEO RELC or an equivalent post-graduate qualification will be eligible for a four-course exemption.

IT Requirements

As this is an online course, participants must ensure that they have the following minimum requirements for the use of Learning Management System (LMS):

- 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:

- ☐ SEAMEO RELC Application Form (completed and endorsed)
- ☐ Victoria University of Wellington Application to Study as an International Student
- ☐ Medical Examination Form
- ☐ 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)

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Southeast Asian Ministers of Education Organization
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COURSE INFORMATION 2021

C422

**Specialist Certificate in Teaching
English as an International
Language**

**30 Mar 2021 –
16 Apr 2021**

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 in learning how to develop and teach materials/curriculum for teaching English as a regional/global lingua franca. • To profile pedagogical ideas that are informed by current literature on TEIL.
Components	3-week course on the principles and practices of teaching EIL • Language Variation • Intercultural Communication • Principles of Teaching English as an International Language (TEIL) • EIL curriculum and syllabus materials development • Teaching Macro-skills for Intercultural Communication • Designing lessons and classroom activities based on the principles of TEIL.
Delivery	Two approaches will be used in this course to engage participants in learning to be successful international/intercultural users and teachers 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:

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

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.

Assessment

There will be four components of the course assessment:

- a) Reflective Journal (20%)
- b) Presentation (20%)
- c) Lesson Plan (30%)
- d) Microteaching (30%)

Course Award

The course will lead to the award of a Specialist Certificate in Teaching English as an International Language.

Entry Requirements

The requirements for admission to the course are:

- a) A minimum of 2 years study in an approved tertiary institution where English is the medium of instruction (to be verified by the institution);
- b) At least 2 years of experience teaching English in the classroom; and
- c) 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 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 (completed and endorsed)
- ☐ Medical Examination Form
- ☐ 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)

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COURSE INFORMATION 2021

C113

**Advanced Specialist Certificate
in Language Assessment**

**4 May 2021 –
21 May 2021**

Course Overview

Rationale	▪ This course is specifically designed for language instructors and assessors who are interested in understanding and applying principles and practices of Assessment for Learning (AfL) and Assessment of Learning (AoL) within the context of their respective institutions. The course will focus on how to integrate formative assessment within regular teaching activities and how to construct and evaluate language tests. ▪ In AfL, course participants will be given ample hands-on opportunities to demonstrate how AfL is integrated into everyday English lessons, informing teachers as well as learners of the learning development and process. The key approaches towards implementing such formative assessment involve relooking at the role of the teacher-as-assessor, the nature of effective feedback, and how to create a classroom culture of learner autonomy and collaboration. Issues pertaining to school-based assessment that supports high-quality learning will also be discussed. ▪ In AoL, course participants will be provided with an overview of the principles of summative language testing. They will be taught how to develop test specifications within the context of an English syllabus. They will also be guided to assess summatively the receptive, productive and integrated language skills.
Duration	3 weeks (54 hours)
Aims	By the end of the course, participants will be able to:

	▪ Understand the key concepts, principles and practices of language assessment of learning and for learning; ▪ Identify and design test specifications for AoL and AfL in alignment with specific language syllabuses/courses; ▪ Construct reliable, valid and practical types and modes of AoL and AfL; ▪ Analyze, interpret and use data from and results of assessment 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	1. Assessment of Learning 2. Assessment for Learning
Delivery	Lectures, task-based workshops, discussions of prescribed readings, and evaluative analysis conducted at RELC. Webinars may be delivered in lieu of in-person teaching should there be a need for online teaching.

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 Language Assessment.

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:
 - 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): 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 (completed and endorsed)
- ☐ Medical Examination Form
- ☐ 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)

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COURSE INFORMATION 2021

C103

**Blended Postgraduate Diploma in
Applied Linguistics**

**6 Jul 2021 –
18 Dec 2021**

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.
Duration	24 Weeks (117 hours)
Aims	By the end of the course, participants will 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 learning an additional language 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 2021 (24 weeks). Students are required to attend 10 weeks of compulsory residential school: ○ Weeks 1-6 (6 Jul – 14 Aug): Residential ○ Weeks 7-18 (16 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 three 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 face-to-face at RELC. ▪ Learner Training is provided to familiarize learners with the system to be used for the online learning.
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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) Principles and Practices of Pedagogical Grammar	Face-to-Face	Continuous Assessment and Exam

Modules and their mode of delivery offered are subject to change.

Broadly, the following topics will be covered in the six modules:

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

This module surveys issues and approaches in the design of language courses and instructional materials. It provides an overview of current theory and practice in curriculum and design. It also provides an opportunity for participants to develop some of the practical skills involved in designing and evaluating curriculum, classroom materials and course books.

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

This module is designed to develop course participants' understanding of the theoretical bases for teaching listening and speaking to English language learners. It focuses on the teaching of sub-skills and strategies involved in listening and speaking. It also examines current issues and challenges involved in teaching listening and speaking.

c) **Teaching Reading and Writing (Blended)**

This module deals with the principles, design and procedures in teaching reading and writing in ESL/EFL situations within a multimodal world. The integration of theory and classroom practice will be achieved via journal writing, sample lesson plans and micro-teaching sessions. Key theories of reading and writing and current approaches to teaching reading and writing 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 using traditional print-based to multimodal materials. The teaching of new literacies such as reading and viewing, and writing and visually representing will be addressed.

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, productive and integrated language skills. Additionally, this module will explore the rationale for assessment for Learning, and examine 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) **Principles and Practices for Teaching Grammar (Face-to-Face)**

This module prepares course participants to teach grammar in a wide variety of intra/international contexts. The status of English as a global language has prompted a shift in the ways in which English grammar is conceptualised, learned, and taught. In addition to introducing course participants to different conceptualisations of language/grammar, they are engaged in critical discussions on a variety of pedagogical principles and practices for teaching English language grammar. In light of these discussions, the module provides participants with an opportunity to design their own lesson plans, and assessment tasks that can potentially be implemented in their own teaching and learning contexts. The issues surrounding teaching grammar and future directions for researching/teaching grammar are also discussed.

Course Requirements

To complete the course successfully, a candidate must:

- a) Achieve a minimum cumulative average point of 3.0 (equivalent to B-) across all the six modules;
- b) Satisfy face-to-face class attendance requirements; and
- c) 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:

- 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:
 - 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.

Applicants with a minimum grade of B- in an Advanced Specialist Certificate for a particular module conferred by RELC will be eligible for an exemption from the particular module offered in the postgraduate diploma course.

IT Requirements

As this is an online course, participants must ensure that they have the following minimum requirements for having access to a Learning Management System (LMS):

- 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:

- ☐ SEAMEO RELC Application Form (completed and endorsed)
- ☐ Medical Examination Form
- ☐ 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)

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COURSE INFORMATION 2021

CELT-S

**Cambridge Certificate in
English Language Teaching -
Secondary**

**2 Aug 2021 -
28 Feb 2022**

Rationale	<i>CELT-S</i> is a qualification designed for English language teachers working in secondary education (ages 11-18).
Aims	<i>CELT-S</i> aims to help participants improve the quality of their classroom practice by: ▪ developing and extending teachers' knowledge and skills; ▪ focusing on the strategies, methods and materials teachers need to teach language effectively; ▪ helping teachers to manage and motivate large classes; and ▪ providing teachers with strategies to ensure that all learners achieve their potential.
Duration	<i>CELT-S</i> is a 150-hour blended learning course, comprising eight modules (see Course Syllabus for details) and a practical component (comprising portfolio tasks and teaching observations).
Period and Nature of Study	<i>CELT-S</i> will be conducted in four phases. They are: ▪ Phase 1: 2 August to 24 October 2021 12-week online learning phase (with at least 40 hours of online study) ▪ Phase 2: 25 October to 20 November 2021 4-week residential training in Singapore at SEAMEO RELC (with 84 hours of face-to-face study, *TP1: 6 hours of micro-teaching and peer observation and TKT (Module 1) which will be taken on Fri, 19 Nov 2021 in Singapore. ▪ Phase 3: 29 November 2021 to 23 January 2022 8-week online learning phase (with at least 20 hours of online study) ▪ Phase 4: 24 January to 28 February 2021 1-week on-site visit and teaching observations (*TP2 & *TP3) by RELC trainer (exact dates of site visit to be decided by the RELC lecturer in consultation with the course participant)

Course Syllabus

Module Content	Phase / Mode
Module 1 - Managing the secondary classroom - Unit 1: Creating and maintaining a constructive learning environment - Unit 2: Managing classroom activities effectively - Unit 3: Managing differences in the classroom	1 Online
Module 3 - Developing listening, speaking, reading and writing skills in the secondary classroom - Unit 1: Teaching listening and reading - Unit 2: Teaching speaking - Unit 3: Teaching writing	1 Online
Module 5 - Developing language use in the secondary classroom - Unit 1: Teaching language - Unit 2: Teaching vocabulary - Unit 3: Teaching pronunciation	1 Online
Module 2 - Language learning and the teenage learner - Unit 1: Learning language in the secondary education sector - Unit 2: Learning needs, styles, motivations and preferences - Unit 3: Encouraging and supporting active and independent learning	2 Face-to-face at RELC
Module 4 - Language awareness for teaching - Unit 1: Grammar - Unit 2: Vocabulary - Unit 3: Pronunciation	2 Face-to-face at RELC
Module 8 - Assessing language learning in the secondary context - Unit 1: Principles and purposes of classroom-based assessment - Unit 2: Classroom-based assessment tools - Unit 3: Formative and summative assessment	2 Face-to-face at RELC
Module 6 - Planning language learning in the secondary context - Unit 1: Planning a lesson - Unit 2: Writing lesson plans - Unit 3: Planning a scheme of work	3 Online
Module 7 - Resources for learning in the secondary classroom - Unit 1: Evaluating, selecting, using and adapting coursebook materials - Unit 2: Evaluating, selecting and using supplementary materials - Unit 3: Using teaching aids effectively, including technology	3 Online

Course Requirements

The course completion and assessment requirements are:

(1) Methodology

- Completion of the eight modules and progress tests
- A multiple-choice teaching knowledge test (TKT Module 1) to be taken at an authorized test centre in Phase 2

(2) Teaching practice

- Completion of portfolio tasks

Teaching observations (to be conducted in Phase 4 on-site visit by RELC trainer)

Course Award

Course participants who complete all the modules and assessments will receive the CELT-S qualification from Cambridge Assessment English and a Certificate for TKT (Module 1).

The CELT-S qualification is awarded at Pass or Pass with Merit level.

Admission Requirements

The requirements for admission to the programme 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) Meeting the minimum language scores for any of the following:
 - IELTS: 4.0 and above
 - TOEFL: 57 and above (internet based); 437 and above (paper based); 140 and above (computer); ITP: 490; iBT: 32
 - APTIS (all four macro skills) B1 and above
 - PTE: 40 and above
 - CEFR: B1
 - GCE O Level English: A1-C6
 - GCE A Level General Paper: A1—D7
 - Cambridge Advanced English (CAE): A—C
 - SPM 1119 English: C and above (GPK/PNG 2.00 and above)/Kepujian Tinggi and above
 - STPM General Paper/English Literature: C and above (CGPA/NGMP 2.4 and above)

- Malaysian University English Test (MUET): Band 3,4,5 or 6
- CU TEP with a score of 40 (equivalent to IELTS 4.0) 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 before 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:

- ☐ SEAMEO RELC Application Form (completed and endorsed)
- ☐ Medical Examination Form
- ☐ 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)

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As at 10 Oct 2020



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COURSE INFORMATION 2021

C419

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

**14 Sep 2021 –
1 Oct 2021**

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 and thrust into the job of developing others with themselves having little professional knowledge of how that professional development and in-service teacher training should be managed. ▪ This course is designed for teacher leaders and supervisors who are engaged in the planning of professional development programmes for in-service teachers of English.
Duration	3 weeks (54 hours)
Aims	By the end of the course, participants will be able to: ▪ gain an awareness of the different models and practices in the area of Continuous Professional Development for language teachers; ▪ articulate the principles which underpin in-service training decisions for language education; ▪ increase their awareness of best practices and key principles of training for the purpose of professional development and training of in-service teachers of English; ▪ design, plan and resource professional development programmes suited for their teaching contexts; and ▪ gain the knowledge and skills required for classroom observation and pre- and post-observation conferencing.
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 and 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:

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

Course Award

The course will lead to the award of a Specialist Certificate in 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:

- a) A bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL, or Education;
- b) 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
- c) 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

Application

Interested applicants must submit the following documents:

- ☐ Application Form (completed and endorsed)
- ☐ Medical Examination Form
- ☐ 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.)
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