



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

COURSE INFORMATION 2024

MTESOL

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

**26 Feb 2024 –
14 Feb 2025**

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	<p>By the end of the programme, graduates should be able to:</p> <ul style="list-style-type: none"> ▪ 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.
Period and Nature of Study	<ul style="list-style-type: none"> ▪ The programme will begin on 26 February 2024 and end on 14 Feb 2025. There will be an orientation programme from 23 to 24 February 2023. Students are expected to arrive at RELC on 22 February 2024. ▪ Students are required to be in Singapore for 34 weeks and 2 days of compulsory residential school: <ul style="list-style-type: none"> ○ Academic Orientation (23 to 24 Feb 2024) and Weeks 1 to 34 (26 Feb 2024 to 18 Oct 2024): Residential ○ Weeks 35 to 52 (21 Oct 2024 to 14 Feb 2025): Online <i>(Note: Dates listed are tentative and subject to change.)</i> ▪ Students will complete the online courses in their home country during weeks 35 to 52.¹

¹ Students will be doing 4 courses during the online phase, so there is an expectation that they will be released from work duties.

Description of Courses

Students are required to successfully complete **12** courses to be awarded the MTESOL. Applicants with the RELC Diploma in Applied Linguistics (or equivalent qualification) may be given exemptions for up to 4 courses. The courses offered during the 2024 academic year are as follows:

Trimester	Course Code ²	Course Name
1	LALS 510	Listening & Speaking in the Language Classroom (VUW intensive)
	LALS 513	The Pronunciation of English
	LALS 542	Interaction & Identity in Language Learning
	LALS 528	Classroom Research
2	LALS 511	Teaching Reading & Writing (VUW intensive)
	LALS 531	Computer- assisted Language Learning
	LALS 522	Teaching & Learning Vocabulary
	LALS 530	Teaching English as an International Language
3	LALS 529	Task-based Language Teaching
	LALS 515	Language Curriculum Development
	LALS 512	Exploring Grammar using Corpus Linguistics
	LALS 525	Learner Autonomy and Learning Strategies

² Please refer to course codes and descriptions on the following pages.

COURSE CODE, TITLES AND DESCRIPTIONS

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#512 Exploring Grammar Using Corpus Linguistics	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#513 The Pronunciation of English	Study of the phonological systems of English with a focus on using this knowledge for the preparation of teaching materials and assisting learners' language use.
LALS#515 Language Curriculum Development	The aim of this course is to familiarise students with the processes, issues and options of language course design and evaluation.
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#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#528 Classroom Research	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.
LALS#530 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 globalising/globalised world.
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. Students will also engage in creative thinking by undertaking a CALL project.
LALS#542 Interaction and Identity in Language Learning	This course explores what theories of identity contribute to our understanding of the teaching and learning of language in educational contexts. It examines how language and identity are interconnected, and considers implications for classroom practice.

Note: Courses are subject to change

*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:

- a) Obtain a pass in all courses;
- b) Satisfy class attendance requirements; and
- c) 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 Teaching English to Speakers of Other Languages (TESOL) 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 or IELTS Indicator test score of 6.5 with no sub-score below 6.0; or TOEFL internet-based test (iBT) or TOEFL iBT Special Home Edition³: 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); **or Duolingo English Test: overall score of 120 with a 90 in the Production subsection** 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.

³ The *TOEFL iBT*[®] Home Edition is an option for students who prefer to take their test at home rather than a test centre.

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:

- Application Form (completed and endorsed)
- Victoria University of Wellington Application to Study as an International Student
- RELC 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 or **Duolingo English Test** results certified by your institution (for applicants from non-English medium education systems)