



COURSE INFORMATION 2025

C103	Postgraduate Diploma in Applied Linguistics	01 Jul 2025 - 12 Dec 2025
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(Important: This document should be read by all applicants prior to completing the application form for admission.)

Programme Overview

Rationale	<ul style="list-style-type: none"> ▪ The Diploma is 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 English Language Teaching (ELT), including Teaching English to Speakers of Other Languages (TESOL). ▪ The Diploma will benefit language professionals, lecturers and teachers in the region who have a first-degree qualification and at least two years of teaching experience.
Aims	<p>With a successful completion, participants should be able to:</p> <ul style="list-style-type: none"> ▪ Apply relevant and appropriate key theories in the field of Applied Linguistics/TESOL to their own teaching contexts; ▪ Discuss the main processes and issues related to language learning and teaching in the era of Education 5.0; and ▪ Demonstrate an understanding of the key curriculum planning & design, teaching, and assessment approaches, methods, and techniques that have been widely used and discussed in the field Applied Linguistics/TESOL.
Period and Nature of Study	<ul style="list-style-type: none"> ▪ The period of study is from 1 July to 12 December 2025 (24 weeks). Participants are required to attend 10 weeks (about 2 and a half months) of compulsory residential school: <ul style="list-style-type: none"> ○ Weeks 1 - 6 (1 Jul - 8 Aug): Residential Phase 1 ○ Weeks 7 - 18 (11 Aug - 31 Oct): Online Phase ○ Weeks 19 - 20 (3 - 14 Nov): Break ○ Weeks 21 - 24 (17 Nov - 12 Dec): Residential Phase 2 ▪ Participants will do three (3) blended (online) modules in their home country during weeks 7 - 18.

Delivery	<ul style="list-style-type: none"> ▪ This course consists of six modules: <ul style="list-style-type: none"> ○ Three (3) are delivered in a blended mode, combining on-line webinars and in-person teaching; and ○ Three (3) are delivered entirely in-person with some asynchronous online and flipped learning sessions during the residential phase at RELC. ▪ Learner Training is provided to familiarize learners with the learning management system to be used for online learning.
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Description of Modules

Module	Mode of delivery	Mode of Assessment
a) Teaching Listening and Speaking	In person	Continuous Assessment and Exam
b) Principles and Practices for Teaching Grammar	In person	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) Language Curriculum Design and Implementation	In person	Continuous Assessment and Exam

The sequence and mode of delivery of the modules are subject to change.

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

a) **Teaching Listening and Speaking**

This module aims to develop participants' understanding of the theoretical bases for teaching listening and speaking in ELT/TESOL contexts. It examines and explores various approaches to teaching listening and speaking. It familiarizes participants with the teaching of sub-skills and strategies involved in listening and speaking. Participants will be tasked to plan and carry out microteaching of listening and speaking lessons as part of the module assessment.

b) **Principles and Practices for Teaching Grammar**

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 conceptualized, learned, and taught. In addition to introducing them to different conceptualizations of language/grammar, course participants are engaged in critical discussions on a variety of pedagogical principles and practices for teaching English language

grammar. Considering 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.

c) **Teaching Reading and Writing**

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

d) **Language Assessment**

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

e) **Technology Enhanced Language Learning**

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. The module will familiarize participants with the current approaches, concepts, principles, and practices of the use of technology in the 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) **Language Curriculum Design and Implementation**

This module combines current language curriculum theory and curriculum design approaches with hands-on application. It examines the types of language syllabus featured in textbooks and course materials used by teachers and their students in different ELT/TESOL contexts. Participants will be familiarized with key concepts and approaches related to language syllabus and course design, as well as key challenges and issues concerning language curriculum planning and implementation. Participants will be tasked to propose and design a course or a unit of study for a targeted group of learners as part of the module assessment. The course/unit of study proposal will include clearly defined course aims and learning outcomes, the proposed course/unit of study outline, structure and suggested content, and a description of the principles that guide the content and sequencing, the format and presentation, and the monitoring and assessment of the course/unit of study.

Programme Requirements

To complete the course successfully, a candidate must:

- a) Obtain a pass in all modules;
- b) Satisfy class attendance requirements; and
- c) Satisfy online mandatory course requirements for completing forum postings, quizzes, and assignments.

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

Programme Award

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

Entry Requirements

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 two years of recent full-time English language teaching experience or recent 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;
 - Pearson Test of English (PTE): 65 (with a 'Communicative' score of not less than 58);
 - GCE O Level English: B4;
 - GCE A Level General Paper: C6;
 - Cambridge Advanced English (CAE): C;
 - SPM 1119 English: B (GPK/PNG 3.00)/Kepujian Tinggi;
 - STPM General Paper/English Literature: B- (CGPA/HGMP 2.67);
 - Malaysian University English Test (MUET): Band 4;
 - CU TEP: 65 (equivalent to IELTS 6.5);
 - APTIS (all four macro skills): B2.

[#] Nominees whose teaching experience is not recent or current but who intend to take on a teaching role after the course should indicate this plan/ intent clearly in section 3 (personal statement) of their completed RELC application form.

Note:

- All shortlisted applicants will be required to pass an interview with a RELC faculty member (the interview may be conducted online).
- Applicants who do not meet criterion (c) are additionally required to pass the RELC Selection Test.
- Applicants with a minimum B- in an Advanced Specialist Certificate for a particular module conferred by RELC may be eligible for an exemption from the module offered in the postgraduate diploma course.

IT Requirements

As some of the lesson components require you to be online, participants must ensure that they have the following:

- Desktop/Notebook PC (Windows OS/Mac OS) with an internet browser
- Stable internet connection
- Webcam
- Word processing software to type documents and create presentations (e.g. Microsoft Office (2003 upwards) or Open Office)

Application

Interested applicants must submit the following documents:

- RELC Application Form (completed and endorsed)
- 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.)
- Two 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 applicant's current/valid IELTS, TOEFL, or other valid test results

Note: Shortlisted candidates not residing in Singapore will be required to undergo a medical examination in their home countries as part of the application process. We will provide the necessary details to them in due course.