



Southeast Asian Ministers of Education Organization
Regional Language Centre

COURSE INFORMATION 2025

MTESOL

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

**24 Feb 2025 -
06 Feb 2026**

**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

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|---------------------------------------|---|
| 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">▪ Students are required to be in Singapore for Trimesters 1 and 2 from 19 February until 25 October (35 weeks and 3 days)<ul style="list-style-type: none">○ 19 February Arrive in Singapore○ 20 to 22 February Administrative and Academic Orientation○ 24 Feb to 6 June Trimester 1 (13 week, 4 courses)○ 9 to 27 June Summer intensive course (3 weeks, 1 course)○ 30 June to 4 July Course Break (1 week)○ 7 July to 17 Oct Trimester 2 (13 weeks, 4 Courses)○ 20 to 24 Oct Final assessment period (1 week)○ 25 October Depart from Singapore▪ Students will complete Trimester 3 in their home countries 17 Nov 2025 to 6 Feb 2026 Trimester 3 (12 weeks, 3 courses) <i>(Note: Dates listed are tentative and subject to change.)</i> |

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 of up to 4 courses. The courses offered during the 2025 academic year are as follows:

| Course Code | Course Name |
|---|---|
| Trimester 1 (14 Feb to 30 May) – 4 courses | |
| LALS 510 | Listening & Speaking in the Language Classroom (online with RELC tutorial support) |
| LALS 528 | Classroom Research (in-person) |
| LALS 542 | Interaction & Identity in Language Learning (2-week in-person intensive course: 3 to 14 March) |
| LALS 544 | Discourse Analysis (online with RELC tutorial support) |
| RELC Summer Intensive Course (9 to 27 June) – 1 course | |
| LALS 530 | Teaching English as International Language (3-week in-person intensive course: 9 to 27 June) |
| Trimester 2 (7 July to 24 October) – 4 courses | |
| LALS 511 | Teaching Reading & Writing (online with RELC tutorial support) |
| LALS 518 | Formulaic Language (online with RELC tutorial support) |
| LALS 520 | Second Language Acquisition (online with RELC tutorial support) |
| LALS 523 | Assessment for Learning in the Language Classroom (2-week in-person intensive course: 7 to 18 July) |
| Trimester 3 (17 November 2025 to 6 February 2026) – 2/3 courses | |
| <div> <div>Option A students*</div> <div>Option B students**</div> </div> | |
| LALS 522 Teaching & Learning Vocabulary OR LALS 529 Task-based Language Teaching AND LALS 582 Research Project | LALS 522 Teaching & Learning Vocabulary LALS 529 Task-based Language Teaching LALS 525 Learner Autonomy and Learning Strategies |

* Students doing Option A will do LALS 522 (15 points) **or** LALS 529 (15 points) and LALS 582 (30 points)

** Students doing Option B will do LALS 522 (15 points), LALS 529 (15 points) and LALS 525 (15 points)

COURSE CODE, TITLES, AND DESCRIPTIONS

| COURSE CODE/ TITLE | DESCRIPTION |
|---|---|
| LALS510 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 that involves these two skills. Emphasis is given to the design of classroom materials, activities and lessons, and principles for managing classroom learning |
| LALS528 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. |
| LALS542 Interaction and Identity in Language Learning | This course explores what sociocultural theories of learning contribute to our understanding of the teaching and learning of language in educational contexts. It examines how spoken and written language are used in teaching and learning, and considers implications for classroom practice. |
| LALS544 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 |
| LALS530 Teaching English as an International Language | The changing sociolinguistic landscape of English has led to a change in thinking 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. |
| LALS511 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. |
| LALS518 Special Topic: Formulaic Language: Acquisition, Processing and Use | The course explores formulaic language and the important role it plays in language acquisition, processing and use. The evidence from second language learning, learner corpus research, and psycholinguistics will be presented and carefully evaluated. |

| COURSE CODE/ TITLE | DESCRIPTION |
|---|--|
| LALS520 Learners and Second Language Learning | LALS 520 introduces course members to theories of second language acquisition. It explores linguistic, psychological, and educational factors that bear on the abilities of children and adults to understand and use second languages. The course emphasizes the application of SLA research to second language pedagogy. |
| LALS523 Assessment for Learning in the Language Classroom | A study of the theory and practice of language assessment, with particular reference to classroom learning and teaching. The course mainly focuses on classroom-based assessment for formative purposes. |
| LALS522 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. |
| LALS529 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. |
| LALS525 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. |
| LALS582 Research Project | The collection, analysis and interpretation of data relating to a research question arising from course work in the MTESOL, leading to a 12,000-word report. Permission of the Programme Director must be obtained before enrolling in this course. |

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.

Entry Requirements

The requirements for admission to the programme are:

- a) A Bachelor's degree in Linguistics, English Language, Education or a language other than English (or another relevant degree);
- b) At least two years of recent professional experience in language education or other areas of applied Linguistics[#]; and
- c) Candidates must meet the minimum language scores for any of the following*:
 - IELTS or IELTS Indicator Test: Overall score of 6.5 with no sub-score below 6.0;
 - TOEFL internet-based test (iBT): Overall score of 90 with a 20 in writing;
 - Pearson Test of English: 65 with a 'Communicative' score of not less than 58;
 - Duolingo English Test: Overall score of 120 with a 90 in the Production subsection.

**Singaporeans may submit GCE 'O' level English results in lieu of these.*

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

[#] 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.

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)
- ☐ Victoria University of Wellington Application to Study as an International Student
- ☐ Officially certified copies of your certificates of degrees/diplomas
- ☐ Officially certified copies of your 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.)
- ☐ Curriculum Vitae
- ☐ Scanned copy of your passport (must be valid from the time of application until the end of the residential phase)
- ☐ Officially certified copies of current/valid IELTS, official TOEFL, Pearson Test of English, or Duolingo English 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.