Southeast Asian Ministers of Education Organization
Regional Language Centre

COURSE INFORMATION 2026

MTESOL	Master of Teaching English to Speakers of Other Languages	23 Feb 2026 - 05 Feb 2027
	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

Programme Objectives	By the end of the programme, graduates should be able to: ▪ Prepare and critically assess teaching materials; ▪ Plan a programme of language study; ▪ Account for individual differences and difficulties in language learning; ▪ Monitor and assess learners' progress; ▪ Advise teachers on effective procedures and interventions; ▪ Read and evaluate research, theory, and descriptions of classroom practice in language teaching; and ▪ Plan and carry out their own small-scale empirical research studies.
Period and Nature of Study	▪ The programme will begin on 23 February 2026 and end on 5 Feb 2027. ▪ There will be an orientation programme on 21 February 2026. ▪ Students are required to be in Singapore for 2 trimesters (33 weeks) of compulsory residential school. ▪ Students will complete the final trimester (12 weeks) in their home countries ▪ A summary of the schedule is as follows:

Period	Date	Nature of study
Week 0	21 Feb 2026:	Orientation
Weeks 1 to 33 (Trimester 1 and 2)	23 Feb to 9 Oct 2026:	Residential
Weeks 34 to 39	10 Oct to 15 Nov 2026:	Break (in scholars' respective home countries)

	Weeks 40 to 52 (Trimester 3)	16 Nov 2026 to 5 Feb 2027:	Online from scholars' respective home countries
	Academic schedule		
	Trimester 1	23 Feb to 29 May 2026:	4 courses
		1 Jun to 26 Jun 2026:	1 course (RELC-intensive)
	Trimester 2	6 Jul to 9 Oct 2026:	4 courses
	Trimester 3	16 Nov 2026 to 5 Feb 2027:	3 courses
	(Note: Dates listed are tentative and subject to change.)		

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 2026 academic year are as follows:

Course Code[1]	Course Name
LALS 522	Teaching & Learning Vocabulary (2-week intensive)
LALS 510	Listening & Speaking in the Language Classroom
LALS 542	Interaction & Identity in Language Learning
LALS 528	Classroom-based Research for Language Teachers
LALS 530	Teaching English as International Language (Intensive in Jun)
LALS 520	Second Language Acquisition (2-week intensive)
LALS 511	Teaching Reading & Writing
LALS 512	Exploring Language Using Corpus Linguistics
LALS 531	Computer-assisted Language Learning
LALS 523	Assessment for Learning in the Language Classroom
LALS 529	Task-based Language Teaching
LALS 544 OR LALS 580	Discourse Analysis and Language Teaching OR 15-point Research Paper

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[1] 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. 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 Language 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 520 Second Language Acquisition	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.
LALS 522 Teaching and Learning Vocabulary	The study of second language vocabulary learning and teaching, including factors that influence vocabulary learning, the roles of incidental acquisition and deliberate learning, how to select words for learning and how to assess vocabulary knowledge.
LALS 523 Assessment for Learning in the Language Classroom	The 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.
LALS 528 Classroom-based Research for Language Teachers	The course focuses on the role of teachers as researcher who are seeking their classroom teaching/learning environment. It combines current reflective language teaching theory with the development of a hands-on action research plan.
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.

COURSE CODE/ TITLE	DESCRIPTION
LALS 530 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.
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.
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.
LALS 580 15-point Research Paper	The collection, analysis and interpretation of data relating to a research question arising from course work in the MLing, MTESOL or MAppLing programme, leading to a 6,000 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 course successfully, a candidate must:

a) Satisfy class attendance requirements;
b) Attain a pass in all courses; and
c) Complete all on-line tasks, where applicable.

A course 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) 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) For students from non-English speaking backgrounds, they are required to obtain
    ▪ an overall IELTS or IELTS Indicator test score of 6.5 with no sub-score below 6.0; or
    ▪ an overall score of 90 with a minimum 20 in writing on TOEFL internet-based test (iBT); or
    ▪ a minimum score of 65 (with a 'Communicative' score of not less than 58) on Pearson Test of English; or
    ▪ an overall score of 120 with a 90 in the Production subsection of Duolingo

    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.)

☐ Two 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
(pass port 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 complete a medical declaration and undergo a medical examination in their home countries as part of the application process. Details of these will be provided to shortlisted applicants in due course.

30 Orange Grove Road Singapore 258352 | Tel: (65) 6885 7883 | Fax: (65) 6734 2753