



COURSE INFORMATION 2027

C103	Postgraduate Diploma in TESOL	05 Jul 2027- 03 Dec 2027
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(Important: This document should be read by all applicants prior to completing the application form for admission)

Course Overview

Rationale	<ul style="list-style-type: none"> ▪ The Postgraduate Diploma course is designed to enhance the theoretical understanding and practical teaching skills of English Language professionals who are interested in obtaining a postgraduate qualification in Teaching English to Speakers of Other Languages (TESOL). ▪ The Diploma will benefit language professionals, lecturers and teachers in the Southeast Asian region who have a first-degree qualification and at least two years of teaching experience in the language classroom.
Expected Learning Outcomes	<p>With a successful completion, participants should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate a thorough understanding of language learning processes, innovative practices in teaching and assessing language skills, instructional materials development, and language curriculum design; ▪ Apply relevant and appropriate theories, principles, practices, and research in the field of TESOL to their own teaching contexts; and ▪ Address key issues in TESOL in multilingual, multicultural, and multimodal environments.
Period and Nature of Study	<ul style="list-style-type: none"> ▪ The period of study is from 5 July to 3 December 2027 (22 weeks). ▪ Participants will start with a 9-week online phase (inclusive of a 1-week break) while in their home country, during which they will begin the learning for two modules. ▪ After a 2-week break, participants will attend an 11-week residential school in Singapore.

Period	Date	Nature of study
▫ Weeks 1 - 4	05 Jul - 30 Jul:	Online Phase
▫ Week 5	02 Aug - 06 Aug:	Break
▫ Weeks 6 - 9	09 Aug - 03 Sep:	Online Phase
▫ Weeks 10 - 11	06 Sep - 17 Sep:	Break
▫ Weeks 12 - 22	20 Sep - 03 Dec:	Residential Phase

Delivery and course structure

This course consists of six modules:

- Each module has thirteen (13) 3-hour input sessions and two (2) 3-hour sessions for independent learning/consultation (IL).
- Two (2) modules are delivered in a blended mode, combining on-line webinars on Saturdays undertaken from the participant’s home country and in-person teaching in Singapore; and
- Four (4) modules are delivered entirely in-person during the residential phase at RELC, Singapore.

Learner Training is provided to familiarize learners with the learning management system to be used for online learning.

Phase	Week	Module	Sessions/hours
Online	Week 1- 4 Saturday	Module A	4 morning sessions x 3 hours (12 hr)
		Module B	4 afternoon sessions x 3 hours (12 hr)
Week 5: Break			
	Week 6 - 9 Saturday	Module B	4 morning sessions x 3 hours (12 hr)
		Module A	4 afternoon sessions x 3 hours (12 hr)
Week 10 - 11: Break			

Residential	Week 12 - 13	Module A	<ul style="list-style-type: none"> ▫ 5 sessions x 3 hours (15 hr) ▫ 2 IL x 3 hours (6 hr) ▫ Final exams for module
		Module B	<ul style="list-style-type: none"> ▫ 5 sessions x 3 hours (15 hr) ▫ 2 IL x 3 hours (6 hr) ▫ Final exams for module
	Week 14 - 18	Module C	<ul style="list-style-type: none"> ▫ 13 sessions x 3 hours (39 hr) ▫ 2 IL x 3 hours (6 hr) ▫ Final exams for module
		Module D	<ul style="list-style-type: none"> ▫ 13 sessions x 3 hours (39 hr) ▫ 2 IL x 3 hours (6 hr) ▫ Final exams for module
		Break (2 days)	
	Week 19 - 22	Module E	<ul style="list-style-type: none"> ▫ 13 sessions x 3 hours (39 hr) ▫ 2 IL x 3 hours (6 hr) ▫ Final exams for module
		Module F	<ul style="list-style-type: none"> ▫ 13 sessions x 3 hours (39 hr) ▫ 2 IL x 3 hours (6 hr) ▫ Final exams for module

Note: IL stands for Independent Learning.

Description of Modules

Module	Mode of delivery	Mode of Assessment
i) Introduction to TESOL	Blended	Continuous Assessment and Exam
ii) Teaching Digital Multiliteracies	Blended	Continuous Assessment and Exam
iii) Teaching Listening and Speaking	In-person	Continuous Assessment and Exam
iv) Teaching Reading and Writing	In-person	Continuous Assessment and Exam
v) Assessment in the Classroom Language	In-person	Continuous Assessment and Exam
vi) 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:

i) Introduction to TESOL

This module provides foundational knowledge in Teaching English to Speakers of Other Languages (TESOL). It introduces key theories and principles that inform English language teaching across diverse contexts, with particular attention to how learners learn, process, and use language. The module aims to highlight the relationship between theory and practice, enabling course participants to apply these insights in real-world instructional settings. It also prepares participants to critically examine and evaluate different approaches to language teaching and learning, fostering a more informed and reflective understanding of pedagogical choices.

ii) Teaching Digital Multiliteracies

In a digital, multimodal world where meaning-making is key to communication, what core multiliteracies are essential for our ESOL learners? How should we systematically help them understand, analyze, evaluate, and create digital multimodal texts? How should we teach them to be critical and responsible consumers and producers of digital information, considering the massive proliferation of Generative AI? This module aims to address these questions and issues. It will equip course participants with the competencies and insights in teaching digital, AI, information, multimodal, and critical literacies in the ESOL classroom. Through contextualized projects and microteaching, course participants will develop a theoretical understanding of the core digital multiliteracies and gain the practical skills necessary to teach them in their specific contexts.

iii) Teaching Listening and Speaking

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

iv) Teaching Reading and Writing

This module deals with the principles, design, and procedures in teaching reading and writing in the EL classroom. The integration of theory and classroom practice will be achieved via 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.

v) Assessment in the Language Classroom

This module is designed for language teachers and assessors who seek to understand and apply the principles and practices of formative and summative assessment within their institutional contexts. It focuses on integrating formative assessment into everyday teaching and on designing and evaluating language tests for both face-to-face and online environments. The course also embeds the principled use of Generative Artificial Intelligence (GenAI) to support the design, implementation, and evaluation of assessment practices in language education.

vi) 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 TESOL contexts. Course 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. Course participants will be tasked to design a proposed 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 objectives and learning outcomes, the 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.

Course Requirements _____

To complete the course successfully, a candidate must:

- a) Satisfy class attendance requirements;
- b) Attain a pass in all modules; 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.

Course Award _____

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

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) Minimum language test scores for any of the following:
 - IELTS: 6.5;
 - TOEFL: 550 paper-based/543 ITP; 213 computer-based; 79 internet-based/iBT;
 - Pearson Test of English (PTE): 65 (with a 'Communicative' score of at least 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 score: 65 (equivalent to IELTS 6.5)
 - APTIS (all four macro skills): B2
 - Duolingo English Test (>120) (equivalent IELTS 6.5)
 - Cambridge English Qualifications: C1 Advanced or C2 Proficiency with a score of 176 or higher, with each skill score of at least 169.

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 conferred by RELC for a particular module 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 or Open Office)

[#] 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.

Application

Interested applicants must submit the following documents:

- RELC Application Form (completed and endorsed)
- Officially certified copies of certificates of degrees/diplomas
- Officially certified copies of 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 current/valid IELTS, TOEFL, or other valid test results
- RELC Health Declaration and Medical Examination Form*

* Note: Only applicable to applicants not residing in Singapore.