



COURSE INFORMATION 2027

MTESOL

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

**22 Feb 2027 -
04 Feb 2028**

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)

Course Overview

<p>Programme Objectives</p>	<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. 									
<p>Period and Nature of Study</p>	<ul style="list-style-type: none"> ▪ The programme will begin on 22 February 2027 and end on 4 February 2028. ▪ 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: <table border="1" data-bbox="488 1514 1377 1812"> <thead> <tr> <th>Period</th> <th>Date</th> <th>Nature of study</th> </tr> </thead> <tbody> <tr> <td>Weeks 1 to 33 (Trimester 1 and 2)</td> <td>22 Feb to 8 Oct 2027:</td> <td>Residential</td> </tr> <tr> <td>Week 34 to 38</td> <td>11 Oct to 12 Nov 2027:</td> <td>Break (in scholars' respective home countries)</td> </tr> </tbody> </table>	Period	Date	Nature of study	Weeks 1 to 33 (Trimester 1 and 2)	22 Feb to 8 Oct 2027:	Residential	Week 34 to 38	11 Oct to 12 Nov 2027:	Break (in scholars' respective home countries)
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	Weeks 39 to 50 (Trimester 3)	15 Nov 2027 to 4 Feb 2028:	Online from scholars' respective home countries
Academic schedule			
	Trimester 1	22 Feb to 28 May 2027:	4 courses
		31 May to 25 Jun 2027:	1 course (RELC-intensive)
	Trimester 2	5 Jul to 8 Oct 2027:	4 courses
	Trimester 3	15 Nov 2027 to 4 Feb 2028:	3 courses or 1 course and 1 research project
<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 for up to 4 courses. The courses offered during the 2027 academic year are as follows:

****Courses are subject to change.***

Course Code ¹	Course Name
LALS 522	Teaching & Learning Vocabulary
LALS 510	Listening & Speaking in the Language Classroom
LALS 519	Language and Learning in EMI and CLIL Contexts
LALS 528	Classroom-based Research for Language Teachers
LALS 530	Teaching English as an International Language (Intensive in June)
LALS 520	Second Language Acquisition
LALS 511	Teaching Reading & Writing
LALS 515	Language Curriculum Development
LALS 512	Exploring Language Using Corpus Linguistics
LALS 523	Assessment for Learning in the Language Classroom
LALS 529	Task-based Language Teaching
LALS 525	Learner Autonomy and Learning Strategies
LALS 582	Research Project ²

¹ Please refer to course codes and descriptions on the following pages.

² Eligible participants may opt to undertake a research project in lieu of two courses.

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 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 515 Language Curriculum Development	This course will enable students to critically assess current and historical claims about language curriculum development and employ context-specific evidence and relevant literature to support the assessment. It also enables students to identify and assess learning needs in a specific context, and propose ways to meet these needs to improve learning experience in that context. Students will be able to identify and analyse a curriculum problem in a specific context, propose a solution for this problem, and propose a procedure for evaluating the process and outcome of the solution.
LALS 519 Language and Learning in EMI and CLIL Contexts	This course examines the theories and practices of English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL) in multilingual contexts. It explores how content, language, cognition, and communication interact in learning through English, drawing on research in applied linguistics, SLA, classroom interaction, and multilingual pedagogies. Participants will examine key EMI and CLIL frameworks, including the 4Cs framework, classroom discourse, learner strategies, and assessment. The course also focuses on designing and evaluating CLIL lessons and materials, while encouraging reflection on professional and contextually responsive practices.
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.

COURSE CODE/ TITLE	DESCRIPTION
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 525 Learner Autonomy and Learning Strategies	This course will enable students to critically examine the theories behind learner autonomy and learning strategies in language learning, as well as synthesise major research findings on learner autonomy and learning strategies and design their own studies. It also enables them to integrate theories and research into their own classroom teaching 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.
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 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 582 30-point Research Project	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 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.

Course 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. Course details are subject to change.

Course Award

The course 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;
 - an overall score of 120 with a 90 in the Production subsection of Duolingo; or
 - C1 Expert International ESOL Written (LRW) HIGH PASS with no less than 25/50 in each skill and Spoken (S) PASS or C2 Mastery International ESOL Written (LRW) PASS with no less than 25/50 in each skill and Spoken (S) PASS on the LanguageCert (Academic) test (<https://www.languagecert.org/en/study-in-new-zealand>)

**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 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
(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
- RELC Health Declaration and Medical Examination Form*

Note: Only applicable to applicants not residing in Singapore.

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