



Republic of the Philippines
Department of Education
 Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

Office of the Schools Division Superintendent

13 January 2021

Division MEMORANDUM

No. 019, s. 2021

To : Education Program Supervisors and Coordinators
 Public Schools District Supervisors/District-in-charge
 Teachers and Master Teachers
 This Division

**CALL FOR NOMINATIONS FOR LANGUAGE EVALUATORS OF SOUTHEAST
 ASIAN MINISTERS OF EDUCATION REGIONAL LANGUAGE CENTER**

1. The Southeast Asian Ministers of Education Regional Language Center (SEAMEO-RLC) announces its various scholarship on short-course certificate program offerings for the calendar year 2021 that are designed for English language educators, to wit:

COURSE CODE / COURSE TITLE	COURSE DATES	OBJECTIVES OF PROGRAMME	NO. OF SCHOLARSHIPS AVAILABLE	DEADLINE OF SUBMISSION OF REQUIREMENTS
C113: Advanced Specialist Certificate (I) in Language Assessment	04 May 2021 – 21 May 2021	Provide teachers and school leaders a firm grounding in the basic theoretical principles and practice planning, constructing, and conducting assessment of learning.	One (1) slot	12 Feb 2021
C103: Blended Postgraduate Diploma in Applied Linguistics	06 July 2021 – 18 December 2021	A SEAMEO RELC's flagship programme designed to enhance understanding and practical teaching skills of English language professionals and offering minimum demand on time-out of the country.	One (1) slot	12 Feb 2021
CELT-S: Certificate in English Language Teaching – Secondary Education	02 August 2021 – 28 February 2022	CELT-S is a qualification designed for English language teachers working in secondary education (ages 11-18)	One (1) slot	12 Feb 2021
C419 Specialist Certificate in Professional Development of Teacher Leaders /Supervisors	14 September 2021 – 01 October 2021	This course is meant for teacher leaders and supervisors who are engaged in the planning of language professional development programmes for in-service ELT teachers	One (1) slot	12 Feb 2021



Balilahan, Mabua, Tandag City, Surigao del Sur, 8300
 (086) 211-3225
 surigaodelsur.division@deped.gov.ph



ISO Cert. No. AW/PH909100102



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2. The SEAMEO-RLC shall cover all registration fees, tuition fees, subsistence allowance, airfare, and accommodation for the period of stay at RELC Singapore.
3. Interested applicants may contact the DepEd Scholarship Secretariat at (02) 633-9455 or thru e-mail at scholarships@deped.gov.ph.
4. All education leaders are hereby required to disseminate this opportunity in their respective stations to encourage more teachers to apply to these programs.
5. All pertinent documents enumerated on Enclosure 1 must be filled out and dully signed before saving them in **one Portable Document Format (PDF)** file using the following file name format: **SEAMEO-SurSur-FamilyName**.
6. Go to **<https://tinyurl.com/SEAMEO-SurSur-APPLY>**, fill out the Google Form, and upload the PDF file. The deadline of submission is on **January 17, 2020**.
7. The Human Resource Development section of this division will be the one to endorse the soft copy of the documents to the Scholarships Focal Person of the region.
8. For your guidance and action. Immediate and widest dissemination of this Memorandum is desired.

JOSITA B. CARMEN, CESO V
Schools Division Superintendent

Encl.: Course Information 2021 for the Aforementioned Scholarship Offerings
Reference/s: Regional Memorandum No. 011, s. 2021

To be indicated in the Perpetual Index
under the following subjects:

Learning and Development
Language Evaluators

Scholarships
Nominations

SEAMEO

MAN/DM- CALL FOR NOMINATIONS FOR LANGUAGE EVALUATORS OF SOUTHEAST ASIAN MINISTERS OF
EDUCATION REGIONAL LANGUAGE CENTER

019 /January 13, 2021



Balilahan, Mabua, Tandag City, Surigao del Sur, 8300
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Southeast Asian Ministers of Education Organization
Regional Language Centre
Centre of Choice

COURSE INFORMATION 2021

C113

**Advanced Specialist Certificate
in Language Assessment**

**4 May 2021 –
21 May 2021**

Course Overview

Rationale	<ul style="list-style-type: none"> ▪ This course is specifically designed for language instructors and assessors who are interested in understanding and applying principles and practices of Assessment for Learning (AfL) and Assessment of Learning (AoL) within the context of their respective institutions. The course will focus on how to integrate formative assessment within regular teaching activities and how to construct and evaluate language tests. ▪ In AfL, course participants will be given ample hands-on opportunities to demonstrate how AfL is integrated into everyday English lessons, informing teachers as well as learners of the learning development and process. The key approaches towards implementing such formative assessment involve relooking at the role of the teacher-as-assessor, the nature of effective feedback, and how to create a classroom culture of learner autonomy and collaboration. Issues pertaining to school-based assessment that supports high-quality learning will also be discussed. ▪ In AoL, course participants will be provided with an overview of the principles of summative language testing. They will be taught how to develop test specifications within the context of an English syllabus. They will also be guided to assess summatively the receptive, productive and integrated language skills.
Duration	3 weeks (54 hours)
Aims	By the end of the course, participants will be able to:

	<ul style="list-style-type: none"> ▪ Understand the key concepts, principles and practices of language assessment of learning and for learning; ▪ Identify and design test specifications for AoL and AfL in alignment with specific language syllabuses/courses; ▪ Construct reliable, valid and practical types and modes of AoL and AfL; ▪ Analyze, interpret and use data from and results of assessment to provide informed and constructive feedback to help improve students' language learning; and ▪ Evaluate and appraise both AfL and AoL that are currently used in their institution.
Components	<ol style="list-style-type: none"> 1. Assessment of Learning 2. Assessment for Learning
Delivery	Lectures, task-based workshops, discussions of prescribed readings, and evaluative analysis conducted at RELC. Webinars may be delivered in lieu of in-person teaching should there be a need for online teaching.

Course Requirements

To complete the course successfully, a candidate must:

- a) Satisfy class attendance requirements;
- b) Attain a satisfactory standard in required course work; and
- c) Complete all assignments and an exam.

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 an Advanced Specialist Certificate in Language Assessment.

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) 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;
 - GCE O Level English: B3 and above;
 - GCE A Level General Paper: C6 and above; or
 - Cambridge Advanced English (CAE): C and above
 - SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
 - STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
 - Malaysian University English test (MUET): B and 4 and above
 - CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
 - APTIS (all four macro skills) B2 and above

Note: Applicants who do not meet Criteria (c) are required to pass the RELC English selection test.

Application

Interested applicants must submit the following documents:

- Application Form (completed and endorsed)
- Medical Examination Form
- Copies of your certificates of degrees/diplomas, certified by your institution
- Copies of your transcripts, certified by your institution. 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.)
- Copies of current/valid IELTS or official TOEFL results certified by your institution (for applicants from non-English medium education systems)

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



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COURSE INFORMATION 2021

C103

**Blended Postgraduate Diploma in
Applied Linguistics**

**6 Jul 2021 –
18 Dec 2021**

Course Overview

Rationale	<ul style="list-style-type: none"> 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 teaching ESL/EFL.
Duration	24 Weeks (117 hours)
Aims	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> Apply relevant and appropriate key theories in the field of ELT/Applied Linguistics to their own teaching contexts; Discuss the main processes and issues involved in learning an additional language in the era of globalization; and Demonstrate an understanding of the major teaching and assessment approaches, methods, and techniques that have been widely used and discussed in the field of ELT/Applied Linguistics.
Period and Nature of Study	<ul style="list-style-type: none"> The period of study is from 6 July to 18 December 2021 (24 weeks). Students are required to attend 10 weeks of compulsory residential school: <ul style="list-style-type: none"> Weeks 1-6 (6 Jul – 14 Aug): Residential Weeks 7-18 (16 Aug – 6 Nov): Online Weeks 19-20 (9 – 20 Nov): Break Weeks 21-24 (23 Nov – 18 Dec): Residential <p><i>(Note: Dates listed are tentative and subject to change.)</i></p> Students will do three blended (on-line) 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 are delivered in a blended mode, combining on-line and face-to-face teaching; and ○ Three are delivered face-to-face at RELC. ▪ Learner Training is provided to familiarize learners with the system to be used for the online learning.
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Description of Modules

Module	Mode of delivery	Mode of Assessment
a) Language Curriculum Design and Implementation	Face-to-Face	Continuous Assessment and Exam
b) Teaching Listening and Speaking	Face-to-Face	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) Principles and Practices of Pedagogical Grammar	Face-to-Face	Continuous Assessment and Exam

Modules and their mode of delivery offered are subject to change.

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

a) Language Curriculum Design and Implementation (Face-to-Face)

This module surveys issues and approaches in the design of language courses and instructional materials. It provides an overview of current theory and practice in curriculum and design. It also provides an opportunity for participants to develop some of the practical skills involved in designing and evaluating curriculum, classroom materials and course books.

b) Teaching Listening and Speaking (Face-to-Face)

This module is designed to develop course participants' understanding of the theoretical bases for teaching listening and speaking to English language learners. It focuses on the teaching of sub-skills and strategies involved in listening and speaking. It also examines current issues and challenges involved in teaching listening and speaking.

c) Teaching Reading and Writing (Blended)

This module deals with the principles, design and procedures in teaching reading and writing in ESL/EFL situations within a multimodal world. The integration of theory and classroom practice will be achieved via journal writing, 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. There will be a special focus on helping participants to make the transition from using traditional print-based to multimodal materials. The teaching of new literacies such as reading and viewing, and writing and visually representing will be addressed.

d) Language Assessment (Blended)

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, productive and integrated language skills. Additionally, this module will explore the rationale for assessment for Learning, and examine the key approaches in implementing such classroom-based assessment.

e) Technology Enhanced Language Learning (Blended)

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. This module will familiarise participants with the current approaches, concepts, principles and practices of the use of technology in 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) Principles and Practices for Teaching Grammar (Face-to-Face)

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

Course Requirements

To complete the course successfully, a candidate must:

- a) Achieve a minimum cumulative average point of 3.0 (equivalent to B-) across all the six modules;
- b) Satisfy face-to-face class attendance requirements; and
- c) Satisfy online mandatory course requirements in terms of the completion of 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 Blended Postgraduate Diploma in Applied Linguistics.

Admission Requirements

The requirements for admission to the programme 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) 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;
 - GCE O Level English: B3 and above;
 - GCE A Level General Paper: C6 and above; or
 - Cambridge Advanced English (CAE): C and above
 - SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
 - STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
 - Malaysian University English test (MUET): Band 4 and above
 - CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
 - APTIS (all four macro skills) B2 and above

Note: Applicants who do not meet Criteria (c) are required to pass the RELC English selection test.

Applicants with a minimum grade of B- in an Advanced Specialist Certificate for a particular module conferred by RELC will be eligible for an exemption from the particular module offered in the postgraduate diploma course.

IT Requirements

As this is an online course, participants must ensure that they have the following minimum requirements for having access to a Learning Management System (LMS):

- Mozilla Firefox or Internet Explorer (IE) 8.0 internet browsers
- Desktop/Notebook PC minimum technical specifications:
 - CPU: Intel Core i3 (minimum)
 - Main memory: 2 GB (minimum)
 - Hard disk: 320GB
 - Webcam
- Internet speed: A minimum of 1 MB/sec
- Software specifications:
 - Desktop/Notebook Operating System: Windows 7, Vista or XP SP3
 - Adobe Flash Player 11 or later
 - Adobe Shockwave Player 11.5 or later
 - Sun Java TM 6 Update 23 or later
 - Cookies (activated)
 - Microsoft Office (2003 upwards) or Open Office

Application

Interested applicants must submit the following documents:

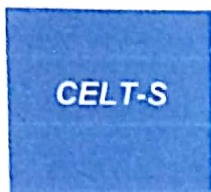
- SEAMEO RELC Application Form (completed and endorsed)
- Medical Examination Form
- Copies of your certificates of degrees/diplomas, certified by your institution
- Copies of your transcripts, certified by your institution. Where a transcript is in a language other than English, it should be accompanied 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.)
- Copies of current/valid IELTS or official TOEFL results certified by your institution (for applicants from non-English medium education systems)

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COURSE INFORMATION 2021



**Cambridge Certificate in
 English Language Teaching -
 Secondary**

**2 Aug 2021 -
 28 Feb 2022**

Rationale	CELTS is a qualification designed for English language teachers working in secondary education (ages 11-18).
Aims	<p>CELTS aims to help participants improve the quality of their classroom practice by:</p> <ul style="list-style-type: none"> ▪ developing and extending teachers' knowledge and skills; ▪ focusing on the strategies, methods and materials teachers need to teach language effectively; ▪ helping teachers to manage and motivate large classes; and ▪ providing teachers with strategies to ensure that all learners achieve their potential.
Duration	CELTS is a 150-hour blended learning course, comprising eight modules (see Course Syllabus for details) and a practical component (comprising portfolio tasks and teaching observations).
Period and Nature of Study	<p>CELTS will be conducted in four phases. They are:</p> <ul style="list-style-type: none"> ▪ Phase 1: 2 August to 24 October 2021 12-week online learning phase (with at least 40 hours of online study) ▪ Phase 2: 25 October to 20 November 2021 4-week residential training in Singapore at SEAMEO RELC (with 84 hours of face-to-face study, *TP1: 6 hours of micro-teaching and peer observation and TKT (Module 1) which will be taken on Fri, 19 Nov 2021 in Singapore. ▪ Phase 3: 29 November 2021 to 23 January 2022 8-week online learning phase (with at least 20 hours of online study) ▪ Phase 4: 24 January to 28 February 2021 1-week on-site visit and teaching observations (*TP2 & *TP3) by RELC trainer (exact dates of site visit to be decided by the RELC lecturer in consultation with the course participant)

Course Syllabus

Module Content	Phase / Mode
Module 1 - Managing the secondary classroom <ul style="list-style-type: none"> Unit 1: Creating and maintaining a constructive learning environment Unit 2: Managing classroom activities effectively Unit 3: Managing differences in the classroom 	1 Online
Module 3 - Developing listening, speaking, reading and writing skills in the secondary classroom <ul style="list-style-type: none"> Unit 1: Teaching listening and reading Unit 2: Teaching speaking Unit 3: Teaching writing 	1 Online
Module 5 - Developing language use in the secondary classroom <ul style="list-style-type: none"> Unit 1: Teaching language Unit 2: Teaching vocabulary Unit 3: Teaching pronunciation 	1 Online
Module 2 - Language learning and the teenage learner <ul style="list-style-type: none"> Unit 1: Learning language in the secondary education sector Unit 2: Learning needs, styles, motivations and preferences Unit 3: Encouraging and supporting active and independent learning 	2 Face-to-face at RELC
Module 4 - Language awareness for teaching <ul style="list-style-type: none"> Unit 1: Grammar Unit 2: Vocabulary Unit 3: Pronunciation 	2 Face-to-face at RELC
Module 8 - Assessing language learning in the secondary context <ul style="list-style-type: none"> Unit 1: Principles and purposes of classroom-based assessment Unit 2: Classroom-based assessment tools Unit 3: Formative and summative assessment 	2 Face-to-face at RELC
Module 6 - Planning language learning in the secondary context <ul style="list-style-type: none"> Unit 1: Planning a lesson Unit 2: Writing lesson plans Unit 3: Planning a scheme of work 	3 Online
Module 7 - Resources for learning in the secondary classroom <ul style="list-style-type: none"> Unit 1: Evaluating, selecting, using and adapting coursebook materials Unit 2: Evaluating, selecting and using supplementary materials Unit 3: Using teaching aids effectively, including technology 	3 Online

Course Requirements

The course completion and assessment requirements are:

(1) Methodology

- Completion of the eight modules and progress tests
- A multiple-choice teaching knowledge test (TKT Module 1) to be taken at an authorized test centre in Phase 2

(2) Teaching practice

- Completion of portfolio tasks

Teaching observations (to be conducted in Phase 4 on-site visit by RELC trainer)

Course Award

Course participants who complete all the modules and assessments will receive the CELT-S qualification from Cambridge Assessment English and a Certificate for TKT (Module 1).

The CELT-S qualification is awarded at Pass or Pass with Merit level.

Admission Requirements

The requirements for admission to the programme 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) Meeting the minimum language scores for any of the following:
 - IELTS: 4.0 and above
 - TOEFL: 57 and above (internet based); 437 and above (paper based); 140 and above (computer); ITP: 490; iBT: 32
 - APTIS (all four macro skills) B1 and above
 - PTE: 40 and above
 - CEFR: B1
 - GCE O Level English: A1-C6
 - GCE A Level General Paper: A1—D7
 - Cambridge Advanced English (CAE): A—C
 - SPM 1119 English: C and above (GPK/PNG 2.00 and above)/Kepujian Tinggi and above
 - STPM General Paper/English Literature: C and above (CGPA/NGMP 2.4 and above)

- Malaysian University English Test (MUET): Band 3,4,5 or 6
- CU TEP with a score of 40 (equivalent to IELTS 4.0) and above

Note: Applicants who do not meet Criteria (c) are required to pass the RELC English selection test.

IT Requirements

As this is an online course, participants must ensure that they have the following minimum requirements before they can use the LMS program:

- Mozilla Firefox or Internet Explorer (IE) 8.0 internet browsers
- Desktop/Notebook PC minimum technical specifications:
 - CPU: Intel Core i3 (minimum)
 - Main memory: 2 GB (minimum)
 - Hard disk: 320GB
 - Webcam
- Internet speed: A minimum of 1 MB/sec
- Software specifications:
 - Desktop/Notebook Operating System: Windows 7, Vista or XP SP3
 - Adobe Flash Player 11 or later
 - Adobe Shockwave Player 11.5 or later
 - Sun Java TM 6 Update 23 or later
 - Cookies (activated)
 - Microsoft Office (2003 upwards) or Open Office

Application

Interested applicants must submit the following documents:

- SEAMEO RELC Application Form (completed and endorsed)
- Medical Examination Form
- Copies of your certificates of degrees/diplomas, certified by your institution
- Copies of your transcripts, certified by your institution. 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.)
- Copies of current/valid IELTS or official TOEFL results certified by your institution (for applicants from non-English medium education systems)

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COURSE INFORMATION 2021

C419

Specialist Certificate in the Professional Development of Teacher Leaders / Supervisors

**14 Sep 2021 –
1 Oct 2021**

Course Overview

Rationale	<ul style="list-style-type: none"> ▪ In most educational contexts, teacher educators, supervisors and ELT Heads of Language Departments are often drawn from the ranks of experienced teachers and thrust into the job of developing others with themselves having little professional knowledge of how that professional development and in-service teacher training should be managed. ▪ This course is designed for teacher leaders and supervisors who are engaged in the planning of professional development programmes for in-service teachers of English.
Duration	3 weeks (54 hours)
Aims	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> ▪ gain an awareness of the different models and practices in the area of Continuous Professional Development for language teachers; ▪ articulate the principles which underpin in-service training decisions for language education; ▪ increase their awareness of best practices and key principles of training for the purpose of professional development and training of in-service teachers of English; ▪ design, plan and resource professional development programmes suited for their teaching contexts; and ▪ gain the knowledge and skills required for classroom observation and pre- and post-observation conferencing.
Components	<p>1. Approaches to Language Teacher Education and Professional Development (18 hours) This component will examine approaches to professional development for language teachers and explore models of in-service training. It will</p>

	<p>review factors affecting the design of language education courses and look at contextualising Professional Development for language teachers in different contexts.</p> <p>2. Designing, Planning, Resourcing and Evaluating Language Training (18 hours) This component will examine the skills and qualities needed by teacher leaders in carrying out their roles. Amongst the skills that will be reviewed are facilitation and mentoring skills. Participants will also be introduced to Training Methodology for language teacher education and how to use the methodology in planning language training sessions and linking content and process.</p> <p>3. Observation and Feedback of Language Teaching-Learning (18 hours) This component will examine the value of classroom observation and conferencing. It will review models of teaching supervision and evaluate their suitability to the language classroom. It will look at the skills needed for effective supervision of language teachers. Amongst the skills that will be reviewed are feedback skills and skills in managing conflict.</p>
Delivery	The training strategies used in this course are highly interactive. They include lectures, task-based workshops, role plays and discussions.

Course Requirements

To complete the course successfully, a candidate must:

- a) Satisfy class attendance requirements;
- b) Attain a satisfactory standard in required course work; and
- c) Complete all assignments.

Course Award

The course will lead to the award of a Specialist Certificate in the Professional Development of Teacher Leaders/Supervisors.

Entry Requirements

The course accepts a wide range of qualifications for entry into the programme. 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 2 years of teaching experience; preference will be given to candidates who are teacher leaders (i.e. senior teachers/master teachers) or supervisors or heads of department 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;
 - GCE O Level English: B3 and above;
 - GCE A Level General Paper: C6 and above; or
 - Cambridge Advanced English (CAE): C and above
 - SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
 - STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
 - Malaysian University English test (MUET): Band 4 and above
 - CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
 - APTIS (all four macro skills) B2 and above

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Interested applicants must submit the following documents:

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- Reference letters (The two reference letters can be from an academic staff who has supervised you or a current/previous employer.)
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