

# ด่วนที่สุด

ที่ ศธ ๐๔๐๑๐ /ว ๓๕๑๓



สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน  
กระทรวงศึกษาธิการ กทม. ๑๐๓๐๐

๓ กันยายน ๒๕๖๒

เรื่อง ทักษะศึกษาและฝึกรวมของศูนย์ภาษาของซีมีโอ เรลค์ ประจำปี ๒๕๖๓

เรียน ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาทุกเขต

สิ่งที่ส่งมาด้วย ๑. ใบสมัครรับทักษะศึกษาและฝึกรวมของศูนย์ภาษาซีมีโอ เรลค์ ประจำปี ๒๕๖๓ จำนวน ๑ ชุด  
๒. รายละเอียดเกี่ยวกับหลักสูตร จำนวน ๑ ชุด

ด้วย คณะกรรมการประสานงานระดับชาติเกี่ยวกับศูนย์ภาษาของซีมีโอ เรลค์ จะจัดสอบคัดเลือกทักษะศึกษาและฝึกรวมของศูนย์ภาษาของซีมีโอ เรลค์ ประจำปี ๒๕๖๓ จำนวน ๖ หลักสูตร โดยจัดสอบสัมภาษณ์ผู้ที่มีคะแนนสอบ IELTS, TOEFL หรือ CU-TEP ผ่านเกณฑ์ที่กำหนด ในวันศุกร์ที่ ๑๑ ตุลาคม ๒๕๖๒ เวลา ๐๙.๐๐ - ๑๒.๐๐ น. ณ สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย และขอความร่วมมือสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานประชาสัมพันธ์ให้ข้าราชการครูในสังกัดที่สนใจทราบ

ในการนี้ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ขอความร่วมมือให้สำนักงานเขตพื้นที่การศึกษาประชาสัมพันธ์ให้ข้าราชการในสังกัดที่สนใจและมีคุณสมบัติตามเกณฑ์แต่ละหลักสูตร รายละเอียดตามสิ่งที่ส่งมาด้วย ๒ จัดส่งเอกสารแบบฟอร์มใบสมัคร ตามสิ่งที่ส่งมาด้วย ๑ หรือดาวน์โหลดเอกสารที่เว็บไซต์ [www.english.obec.go.th](http://www.english.obec.go.th) มายังสำนักวิชาการและมาตรฐานการศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ทางอีเมล [eliobec2011@gmail.com](mailto:eliobec2011@gmail.com) ภายในวันที่ ๒๐ กันยายน ๒๕๖๒ ติดต่อสอบถามรายละเอียดเพิ่มเติมได้ที่หมายเลขโทรศัพท์ ๐ ๒๒๘๘ ๕๘๙๑

จึงเรียนมาเพื่อทราบและพิจารณาดำเนินการ

ขอแสดงความนับถือ

(นายพีระ รัตนะวิจิตร)

รองเลขาธิการ ศึกษาราชการแทน  
เลขาธิการคณะกรรมการการศึกษาขั้นพื้นฐาน

สำนักวิชาการและมาตรฐานการศึกษา

โทร. ๐ ๒๒๘๘ ๕๘๙๑

โทรสาร ๐ ๒๒๘๘ ๕๙๑๕

## การสมัครสอบทุนซีมีโอ เรลค์ (SEAMEO RELC) ประจำปี 2563

### 1. การสมัคร

- ส่งใบสมัคร (Form A) ใบรับรอง (Form B) และใบรับรอง (Form C) ที่กรอกข้อมูลครบถ้วน ถูกต้อง พร้อมสำเนาผลคะแนนสอบอย่างเป็นทางการที่ยังไม่เกิน 2 ปีของ IELTS (ตั้งแต่ 6.5 ขึ้นไป) หรือ TOEFL (550 ขึ้นไป paper-based / 213 ขึ้นไป computer-based / 79 ขึ้นไป Internet-based) หรือ CU-TEP (ตั้งแต่ 65 ขึ้นไป) ไปยังต้นสังกัดของท่าน
- ตรวจสอบรายชื่อผู้มีสิทธิ์สอบสัมภาษณ์ทาง [www.culi.chula.ac.th](http://www.culi.chula.ac.th) ในวันศุกร์ที่ 4 ตุลาคม 2562
- ผู้ที่ส่งเอกสารใบสมัครไปยังหน่วยงานต้นสังกัดแล้ว สามารถสอบถามสถานะของใบสมัครท่านโดยติดต่อคุณกมลรัตน์ ทางอีเมล: [kamolrat.su@chula.ac.th](mailto:kamolrat.su@chula.ac.th)

### 2. วัน เวลา และสถานที่สอบสัมภาษณ์

วันศุกร์ที่ 11 ตุลาคม 2562 เวลา 9.00–12.00 น. ณ สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย

### 3. เอกสารที่จะต้องนำติดตัวมาในวันสอบสัมภาษณ์

- ผลการทดสอบความสามารถทางภาษาอังกฤษฉบับจริง (IELTS, TOEFL หรือ CU-TEP)
- หนังสือนำตัวจากผู้บังคับบัญชา
- บัตรข้าราชการ/บัตรพนักงานมหาวิทยาลัย

### 4. วิธีการชำระค่าสมัคร

พิมพ์ใบ Bill Payment นี้ เพื่อนำไปชำระค่าสมัครสอบคนละ 700 บาท ที่ธนาคารไทยพาณิชย์ ระหว่างวันที่ 9-25 กันยายน 2562 และส่งสำเนาใบ Bill Payment โดยสแกนเอกสารและส่งอีเมลไปยัง [Kamolrat.su@chula.ac.th](mailto:Kamolrat.su@chula.ac.th) ภายในวันพุธที่ 25 กันยายน 2562 ก่อนเวลา 12.00 น. (ท่านจะได้รับใบเสร็จรับเงินในวันสอบสัมภาษณ์)

### 5. การประกาศผลผู้ได้รับทุน

หากท่านผ่านการคัดเลือกให้เป็นผู้รับทุน กระทรวงศึกษาธิการจะเป็นผู้แจ้งผลสอบทางไปรษณีย์ และติดต่อท่านทางอีเมล ดังนั้น โปรดกรอกรายละเอียดในเอกสารทุกแผ่นให้ชัดเจนด้วยตัวบรรจง

### ข้อมูลเพิ่มเติม :

- ฝ่ายวิเทศสัมพันธ์ สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย โทร. 02-218-6031  
<http://www.culi.chula.ac.th/International/relc/index.html>
- อาจารย์นันท์ธญา วิชญะเชียร หัวหน้าหน่วยงานศูนย์ซีมีโอ เรลค์ (SEAMEO RELC)  
อีเมล: [Nanthiya.W@chula.ac.th](mailto:Nanthiya.W@chula.ac.th) หรือ โทร. 083-442-6351

ใบสมัครรับทุน  
(กรอกภาษาไทย ด้วยบรรจง)

ฟอร์ม A

หลักสูตรที่ต้องการเรียน

- หลักสูตร 111       หลักสูตร 419  
 หลักสูตร 112       หลักสูตร 113  
 หลักสูตร 422       หลักสูตร 103

1. ชื่อ (ภาษาไทย) นาย / นาง / นางสาว .....  
(ภาษาอังกฤษ).....  
นามสกุล (ภาษาไทย) .....(ภาษาอังกฤษ).....

2. อายุ.....

3. วุฒิ.....

สถาบันการศึกษา	ปีที่สำเร็จ	วิชาเอก	คะแนนเฉลี่ย

4. ตำแหน่งปัจจุบัน.....  
ภาระหน้าที่.....  
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5. ที่ทำงาน (ภาษาไทย).....โทร.....  
(ภาษาอังกฤษ).....  
สังกัด (ภาษาไทย).....  
(ภาษาอังกฤษ).....

6. ที่อยู่ปัจจุบัน .....  
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โทร. .... มือถือ .....  
E-mail: .....

7. สถานภาพ       โสด       สมรส       หม้าย

8. โรคประจำตัว (ถ้ามี).....

9. ประสบการณ์ไปศึกษาอบรม ณ ศูนย์ภาษาซีมีโอ (RELC)

เคย

ไม่เคย

หลักสูตรที่เคยเข้ารับการอบรม	ระยะเวลา	พ.ศ.

10. ประสบการณ์การทำงาน.....  
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11. ระบุความรู้พื้นฐานเกี่ยวกับวิชาที่จะไปศึกษาอบรม  
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12. ผลงานทางวิชาการ (ตำรา บทความ วิจัย)  
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13. วิชาที่ท่านจะไปศึกษาอบรมเกี่ยวกับหน้าที่ที่ปฏิบัติอย่างไร  
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14. ประโยชน์ที่คาดว่าจะได้รับจากการศึกษาอบรมต่องานที่ทำอยู่หรือที่จะกลับมาทำในอนาคต

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15. รายชื่อผู้รับรอง 2 ท่าน

1. ผู้บังคับบัญชา.....ตำแหน่ง.....  
ที่ทำงาน.....โทร.....
  
2. ผู้ทรงคุณวุฒิ.....ตำแหน่ง.....  
ที่ทำงาน.....โทร.....

หนังสือรับรอง

ข้าพเจ้า (นาย/นาง/นางสาว).....

อาชีพปัจจุบัน.....

ตำแหน่ง.....สถานที่ทำงาน.....

ได้ทราบว่า (นาย/นาง/นางสาว).....มีความประสงค์จะสมัครรับทุน

ศึกษาอบรมของศูนย์ภาษาซีมีโอ ณ ประเทศสิงคโปร์ จึงใคร่ขอให้ความเห็นเกี่ยวกับผู้สมัครดังต่อไปนี้

1. ความเห็นเกี่ยวกับคุณสมบัติด้านต่าง ๆ (โปรดเขียนเครื่องหมาย ✓ ลงในช่องให้ตรงกับ  
ความเห็นของท่านทุกข้อ)

คุณสมบัติ	ดีเยี่ยม	ดีมาก	ดี	พอใช้	หมายเหตุ
พื้นฐานความรู้ทางแขนงวิชาที่สมัคร					
ความขยันหมั่นเพียร					
ความคิดริเริ่ม					
ความสามารถในการใช้เหตุผล					
ความสามารถในการอธิบายด้วยคำพูด					
ความรับผิดชอบ					
ความมั่นคงทางอารมณ์					
ความสามารถในการปรับตัว					
มนุษยสัมพันธ์					
ความสามารถที่จะเป็นผู้นำทางวิชาการ					
ความสามารถที่จะเป็นนักวิจัย					

2. ความเห็นอื่นๆ .....

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3. ข้าพเจ้ารู้จักผู้สมัครมาเป็นเวลา.....ปี

ลงชื่อผู้รับรอง.....ในฐานะผู้บังคับบัญชา

วันที่.....เดือน.....พ.ศ.....

หนังสือรับรอง

ข้าพเจ้า (นาย/นาง/นางสาว).....

อาชีพปัจจุบัน.....

ตำแหน่ง.....สถานที่ทำงาน.....

ได้ทราบว่า (นาย/นาง/นางสาว).....มีความประสงค์จะสมัครรับทุน

ศึกษาอบรมของศูนย์ภาษาซีมีโอ ณ ประเทศสิงคโปร์ จึงใคร่ขอให้ความเห็นเกี่ยวกับผู้สมัครดังต่อไปนี้

1. ความเห็นเกี่ยวกับคุณสมบัติด้านต่าง ๆ (โปรดเขียนเครื่องหมาย ✓ ลงในช่องให้ตรงกับ  
ความเห็นของท่านทุกข้อ)

คุณสมบัติ	ดีเยี่ยม	ดีมาก	ดี	พอใช้	หมายเหตุ
พื้นฐานความรู้ทางแขนงวิชาที่สมัคร					
ความขยันหมั่นเพียร					
ความคิดริเริ่ม					
ความสามารถในการใช้เหตุผล					
ความสามารถในการอธิบายด้วยคำพูด					
ความรับผิดชอบ					
ความมั่นคงทางอารมณ์					
ความสามารถในการปรับตัว					
มนุษยสัมพันธ์					
ความสามารถที่จะเป็นผู้นำทางวิชาการ					
ความสามารถที่จะเป็นนักวิจัย					

2. ความเห็นอื่นๆ .....

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3. ข้าพเจ้ารู้จักผู้สมัครมาเป็นเวลา.....ปี

ลงชื่อผู้รับรอง.....ในฐานะผู้ทรงคุณวุฒิ

วันที่.....เดือน.....พ.ศ.....



Southeast Asian Ministers of Education Organization

**Regional Language Centre***Centre of Choice***COURSE INFORMATION 2020****C103****Blended Postgraduate Diploma in  
Applied Linguistics****6 Jul –  
18 Dec 2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

**Course Overview**

<b>Rationale</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The Diploma will benefit language lecturers, teachers and specialists in the region who have a first degree and teaching experience.</li> </ul>
<b>Duration</b>	24 Weeks (117 hours)
<b>Aims</b>	<p>With a successful completion, participants should be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply relevant and appropriate key theories in the field of ELT/Applied Linguistics to their own teaching contexts;</li> <li>▪ Discuss the main processes and issues involved in second language learning in the era of globalization; and</li> <li>▪ 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.</li> </ul>
<b>Period and Nature of Study</b>	<ul style="list-style-type: none"> <li>▪ The period of study is from 6 July to 18 December 2020 (24 weeks). Students are required to attend 10 weeks of compulsory residential school:             <ul style="list-style-type: none"> <li>○ Weeks 1-6 (6 Jul—14 Aug): Residential</li> <li>○ Weeks 7-18 (17 Aug—6 Nov): Online</li> <li>○ Weeks 19-20 (9—20 Nov): Break</li> <li>○ Weeks 21-24 (23 Nov—18 Dec): Residential</li> </ul> </li> </ul> <p><i>(Note: Dates listed are tentative and subject to change.)</i></p>



	<ul style="list-style-type: none"> <li>▪ Students will do the 3 blended (on-line) modules in their home country during weeks 7—18.</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>▪ This course consists of six modules:             <ul style="list-style-type: none"> <li>○ Three are delivered in a blended mode, combining on-line and face-to-face teaching; and</li> <li>○ Three are delivered entirely face-to-face at RELC.</li> </ul> </li> <li>▪ Learner Training is provided to familiarise learners with the system to be used for the online learning.</li> </ul>

### *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) Issues in Applied Linguistics	Face-to-Face	Continuous Assessment and Exam

The content of the modules are subject to change. Broadly, the following topics will be covered in the modules:

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

This module combines current language curriculum theory with hands-on application. Through lectures, group work discussions, readings, and classroom tasks and activities, course participants will become familiar with the many trends and challenges in language curriculum design and implementation.

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

This module is designed firstly to develop participants' understanding of the theoretical bases for the teaching of listening and speaking skills in an ESL/EFL classroom. It also gives focus on the types of micro-skills and strategies involved in listening and speaking and some of the issues and challenges involved in teaching these skills. The course will also critically examine current

approaches to teaching listening and speaking skills and will incorporate a dimension of multimodality.

**c) Teaching Reading and Writing (Blended)**

This module deals with the principles, design and procedures in the teaching of reading and writing in ESL/EFL situations as well as in a multimodal world. The integration of theory and classroom practice will be achieved via journal writing, sample lesson plans and micro-teaching sessions. Key reading theories and writing approaches 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 the traditional print-based literacy to multimodal-based literacy (reading and viewing, writing and representing) involving more than one mode of conveying meaning – spoken, written, visual, gestural and spatial.

**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 and productive language skills. Additionally, this module will explore the rationale for assessment for learning, and 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) Issues in Applied Linguistics (Face-to-Face)**

Applied linguistics is an academic discipline that engages its communities of practice in studying, investigating, and reflecting on the relation of knowledge about language to making decisions in tackling language issues in both educational and social settings. Thus, applied linguistics course participants need to be engaged in discussing key topics, issues, or research areas within the discipline that have significant personal and professional implications for them as language users, learners, and teachers. This module introduces course participants to a range of issues, which fall into the major themes that have traditionally been associated to the applied linguistics discipline, i.e. language use and language pedagogy (including language learning/acquisition). This module does not only aim to equip them with sufficient background knowledge that prepares them for various relevant applied linguistics modules they will study in the blended diploma. It also intends to engage the course participants in critical dialogues on their perspectives on (English) language, and its implications on the ways in which they use, learn, and teach (English) language.

## **Course Requirements**

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To complete the course successfully, a candidate must:

- p) Obtain a pass in all modules;
- q) Satisfy face-to-face class attendance requirements; and
- r) 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**

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The course will lead to the award of a Blended Postgraduate Diploma in Applied Linguistics.

## **Admission Requirements**

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The requirements for admission to the programme are:

- m) An approved bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education;
- n) At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes; and
- o) 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.

## IT Requirements

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As this is an online course, participants must ensure that they have the following minimum requirements being 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

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Interested applicants must submit the following documents:

- Application Form A238 (completed and endorsed)
- Medical Examination Form A228
- 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)

## Closing Date

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The closing date for application is **28 February 2020**.



Southeast Asian Ministers of Education Organization

**Regional Language Centre**

*Centre of Choice*

## COURSE INFORMATION 2020

**C111**

**Advanced Specialist Certificate in  
Teaching Listening and Speaking**

**6 – 23  
Jan 2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

### Course Overview

<b>Rationale</b>	<p>This course is intended to:</p> <ul style="list-style-type: none"> <li>▪ Develop participants' understanding of the theoretical bases for the teaching of listening and speaking skills in an English as a Second Language and/or Foreign Language (ESL/EFL) classroom;</li> <li>▪ Give focus on the types of micro-skills and strategies involved in listening and speaking, and some issues and challenges involved in teaching these skills;</li> <li>▪ Critically examine current approaches to teaching listening and speaking skills; and</li> <li>▪ Incorporate a dimension of multimodality.</li> </ul>
<b>Duration</b>	3 weeks (54 hours)
<b>Aims</b>	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Acquire an up-to-date knowledge of theories, principles, and practices in the teaching of listening and speaking; and</li> <li>▪ Discuss and develop lessons in teaching different types and levels of listening and speaking skills.</li> </ul>
<b>Components</b>	<ol style="list-style-type: none"> <li>1. Teaching Listening</li> <li>2. Teaching Speaking</li> </ol>
<b>Delivery</b>	Lectures, task-based workshops, discussions of prescribed readings, and evaluative analysis conducted at RELC.

## Course Requirements

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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

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The course will lead to the award of an Advanced Specialist Certificate in Teaching Listening and Speaking.

## Entry Requirements

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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:
  - o IELTS: 6.5;
  - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
  - o GCE O Level English: B3 and above;
  - o GCE A Level General Paper: C6 and above; or
  - o Cambridge Advanced English (CAE): C and above
  - o SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
  - o STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
  - o Malaysian University English test (MUET): Band 4 and above
  - o CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
  - o 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

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Interested applicants must submit the following documents:

- Application Form A238 (completed and endorsed)
- Medical Examination Form A228
- Officially certified copies of the applicant's certificates of degrees/diplomas
- Officially certified copies of the applicant's 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.)
- Officially certified copies of current/valid IELTS or official TOEFL results for applicants from non-English medium education systems

## Closing Date

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The closing date for application is **18 October 2019**.



Southeast Asian Ministers of Education Organization

**Regional Language Centre***Centre of Choice***COURSE INFORMATION 2020****C112****Advanced Specialist Certificate in  
Teaching Reading and Writing****11 – 28 Feb  
2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

**Course Overview**

<b>Rationale</b>	<ul style="list-style-type: none"> <li>▪ This course deals with the principles, design and procedures in the teaching of reading and writing in ESL/EFL situations as well as in a multimodal world.</li> <li>▪ The integration of theory and classroom practice will be achieved via journal writing, sample lesson plans and micro-teaching sessions.</li> <li>▪ Key reading theories and writing approaches will be explored and discussed vis-à-vis the course participants' teaching and learning contexts.</li> <li>▪ There will be a special focus on helping participants to make the transition from the traditional print-based literacy to multimodal-based literacy (reading and viewing, writing and representing) involving more than one mode of conveying meaning – spoken, written, visual, gestural and spatial.</li> </ul>
<b>Duration</b>	3 weeks (54 hours)
<b>Aims</b>	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Acquire an up-to-date knowledge of theories, principles and practices in the teaching of reading and writing; and</li> <li>▪ Discuss and develop lessons in teaching different types and levels of reading and writing skills.</li> </ul>
<b>Components</b>	<ol style="list-style-type: none"> <li>3. Teaching Reading</li> <li>4. Teaching Writing</li> </ol>
<b>Delivery</b>	Lectures, task-based workshops, discussions of prescribed readings, and evaluative analysis conducted at RELC.



## Course Requirements

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To complete the course successfully, a candidate must:

- d) Satisfy class attendance requirements;
- e) Attain a satisfactory standard in required course work; and
- f) 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

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The course will lead to the award of an Advanced Specialist Certificate in Teaching Reading and Writing.

## Entry Requirements

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The requirements for admission to the course are:

- d) An approved bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education;
- e) At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes; and
- f) Candidates must meet the minimum language scores for any of the following:
  - o IELTS: 6.5;
  - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
  - o GCE O Level English: B3 and above;
  - o GCE A Level General Paper: C6 and above; or
  - o Cambridge Advanced English (CAE): C and above
  - o SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
  - o STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
  - o Malaysian University English test (MUET): Band 4 and above
  - o CU TEP with a score of 65 (equivalent to IELTS 6.5) and above
  - o 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

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Interested applicants must submit the following documents:

- Application Form A238 (completed and endorsed)
- Medical Examination Form A228
- 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)

## Closing Date

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The closing date for application is **18 October 2019**.



Southeast Asian Ministers of Education Organization  
**Regional Language Centre**  
*Centre of Choice*

## COURSE INFORMATION 2020

**C113**

**Advanced Specialist Certificate in  
 Language Assessment**

**13 - 30  
 Apr 2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

### Course Overview

<b>Rationale</b>	<ul style="list-style-type: none"> <li>▪ This course is specifically designed for language instructors and assessors who are interested in understanding and applying both assessment for learning (AfL) and assessment of learning (AoL) within the context of their respective institution's English language syllabuses or courses. It will raise their awareness and appreciation of how AfL complements AoL in language assessment.</li> <li>▪ 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.</li> <li>▪ 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 and productive language skills.</li> </ul>
<b>Duration</b>	3 weeks (54 hours)
<b>Aims</b>	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the key concepts, principles and practices of language assessment of learning and for learning;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Identify and design test specifications for AfL and AoL in alignment with specific language syllabuses/courses;</li> <li>▪ Construct reliable, valid and practical types and modes of AfL and AoL ;</li> <li>▪ Analyse, interpret and use data from and results of AfL to provide informed and constructive feedback to help improve students' language learning; and</li> <li>▪ Evaluate and appraise both AfL and AoL that are currently used in their institution.</li> </ul>
<b>Components</b>	<p>5. Assessment of Learning</p> <p>6. Assessment for Learning</p>
<b>Delivery</b>	Lectures, task-based workshops, discussions of prescribed readings, and evaluative analysis conducted at RELC.

## Course Requirements

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To complete the course successfully, a candidate must:

- m) Satisfy class attendance requirements;
- n) Attain a satisfactory standard in required course work; and
- o) 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

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The course will lead to the award of an Advanced Specialist Certificate in Language Assessment.

## Entry Requirements

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The requirements for admission to the course are:

- j) An approved bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education;
- k) At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes; and
- l) Candidates must meet the minimum language scores for any of the following:
  - o IELTS: 6.5;
  - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
  - o GCE O Level English: B3 and above;
  - o GCE A Level General Paper: C6 and above; or
  - o Cambridge Advanced English (CAE): C and above
  - o 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 A238 (completed and endorsed)
- Medical Examination Form A228
- 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)

## Closing Date \_\_\_\_\_

The closing date for application is **18 October 2019**.



Southeast Asian Ministers of Education Organization

**Regional Language Centre**

*Centre of Choice*

## COURSE INFORMATION 2020

**C419**

**Specialist Certificate in the Professional  
Development of Teacher Leaders /  
Supervisors**

**13 – 30  
Oct 2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

### Course Overview

<b>Rationale</b>	<ul style="list-style-type: none"> <li>▪ In most educational contexts, teacher educators, supervisors and ELT Heads of Language Departments are often drawn from the ranks of experienced teachers or supervisors and thrust into the job of developing others with themselves having little professional knowledge of how that professional development and in-service training should be managed.</li> <li>▪ 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.</li> </ul>
<b>Duration</b>	3 weeks (54 hours)
<b>Aims</b>	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ enable participants to be aware of the different models and practices in the area of Continuous Professional Development for language teachers</li> <li>▪ enable participants to articulate the principles which underpin in-service training decisions for language education</li> <li>▪ raise awareness of best practices and key principles of training for the purpose of professional development and training of in-service teachers of English</li> <li>▪ give participants an opportunity to design, plan and resource professional development programmes suited to their work contexts</li> <li>▪ equip participants with the knowledge and skills needed for classroom observation and holding pre and post-observation conferencing with teachers about language teaching and learning</li> </ul>
<b>Components</b>	<p><b>1. Approaches to Language Teacher Education and Professional Development (18 hours)</b></p> <p>This component will examine approaches to professional development for language teachers and explore models of in-service training. It will review factors affecting the design of language education courses and look at</p>

	<p>contextualising Professional Development for language teachers in different contexts.</p> <p>2. <b>Designing, Planning, Resourcing and Evaluating Language Training (18 hours)</b> 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- linking content and process.</p> <p>3. <b>Observation and Feedback of Language Teaching-Learning (18 hours)</b> 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>
<b>Delivery</b>	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:

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

## Course Award

The course will lead to the award of a Specialist Certificate on 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:

- p) A bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL, or Education;
- q) 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
- r) Candidates must meet the minimum language scores for any of the following:
  - o IELTS: 6.5;
  - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
  - o GCE O Level English: B3 and above;
  - o 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

## Application

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Interested applicants must submit the following documents:

- Application Form A238 (completed and endorsed)
- Medical Examination Form A228
- 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)

## Closing Date

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The closing date for application is **28 February 2020**.





Southeast Asian Ministers of Education Organization  
**Regional Language Centre**  
*Centre of Choice*

## COURSE INFORMATION 2020

**C422**

**Specialist Certificate in Teaching  
 English as an International Language**

**23 Mar – 9  
 Apr 2020**

(Important: This document should be read by all applicants prior to completing the application form for admission.)

### Course Overview

<p><b>Rationale</b></p>	<p>The status of an 'international language' given to English due to its predominant use in a variety of international economic and cultural arenas has led to a paradigm shift from TESL/TEFL to TEIL (teaching English as an International Language).</p> <p>As English is used as a <i>lingua franca</i> among speakers of diverse languages and cultures in today's globalised world, there is a need to develop curriculum and pedagogical strategies that engage students in learning how to communicate across languages and cultures.</p> <p>Based on the TEIL perspective, this specialist certificate course engages course participants in learning how to use and teach English across cultures.</p>
<p><b>Duration</b></p>	<p>3 weeks (54 hours)</p>
<p><b>Aims</b></p>	<p>The course is intended for English language teachers with at least two years of teaching experience in the classroom.</p> <p>It aims to fulfil the following objectives:</p> <ul style="list-style-type: none"> <li>• To raise participants' language awareness for teaching English as a lingua franca.</li> <li>• To enhance participants' language and communication skills for multilingual and intercultural contexts.</li> <li>• To guide participants learn how to develop and teach materials/curriculum for teaching English as a regional/global lingua franca.</li> <li>• To profile pedagogical ideas that are informed by current literature on TEIL.</li> </ul>

<b>Components</b>	<ol style="list-style-type: none"> <li>1. 2-week course on the principles and practices of teaching EIL <ul style="list-style-type: none"> <li>• Language Variation 1: World Englishes</li> <li>• Language Variation 2: Asian Englishes (Singapore)</li> <li>• Intercultural Communication</li> <li>• Technology and Intercultural Communication</li> <li>• Principles of Teaching English as an International Language (TEIL)</li> <li>• EIL curriculum and syllabus materials development</li> <li>• Teaching Macro-skills for Intercultural Communication</li> </ul> </li> <li>2. 1-week for observing and teaching an Intercultural Communication lesson <ul style="list-style-type: none"> <li>• Observing Cultural Awareness Lessons.</li> <li>• Teaching an English lesson based on the principles of TEIL.</li> <li>• Interaction sessions with participants from other courses.</li> </ul> </li> </ol>
<b>Delivery</b>	<p>Two approaches will be used in this course to engage participants in learning to be a successful international/intercultural user and teacher of English in a wide variety of institutional settings and cultural contexts:</p> <ul style="list-style-type: none"> <li>• The experiential learning approach: participants are provided with an opportunity to experience using and teaching English in multicultural contexts.</li> <li>• The problem-based learning approach: participants are engaged in learning to resolve a wide range of mis-intercultural communication scenarios in both social and professional contexts.</li> </ul>

## Outcomes and Deliverables

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Upon completion of the programme, the participants will be able to:

1. Develop awareness and understanding of the current landscape of the English language in the world and in the ASEAN region.
2. Demonstrate an understanding of the complex relationships between language and culture.
3. Use knowledge and skills to communicate and teach English across cultures.
4. Apply the pedagogical principles of teaching English as an International Language to various classroom situations.
5. Demonstrate competency in teaching EIL by conducting oneself with sensitivity to, and appreciation of, diverse student populations.

## Course Requirements

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To complete the course successfully, a candidate must:

- j) Satisfy class attendance requirements;
- k) Attain a satisfactory standard in required course work; and
- l) Complete all assignments and an exam

## Assessment

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There will be three assignments:

- a) Lesson Plan (20%)
- b) Microteaching (40%)
- c) Lesson Observation Report (40%)

## Course Award

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The course will lead to the award of a Specialist Certificate in Teaching English as an International Language.

## Entry Requirements

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The requirements for admission to the course are:

- g) A minimum of 2 years study in an approved tertiary institution where English is the medium of instruction (to be verified by the institution);
- h) At least 2 years of experience teaching English in the classroom; and
- i) Candidates must meet the minimum language scores for any of the following:
  - o IELTS: 6.5
  - o TOEFL: 550 paper-based; 213 computer-based; 79 internet based;
  - o GCE O Level English: B3 and above;
  - o GCE A Level General Paper: C6 and above; or
  - o Cambridge Advanced English (CAE): C and above
  - o SPM 1119 English: B and above (GPK/PNG 3.00 and above)/Kepujian Tinggi and above
  - o STPM General Paper/English Literature: B- and above (CGPA/HGMP 2.67 and above)
  - o Malaysian University English test (MUET): Band 4 and above
  - o CU TEP with a score of 65 (equivalent to 6.5) and above
  - o 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

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Interested applicants must submit the following documents:

- Application Form A238 (completed and endorsed)
- Medical Examination Form A228
- 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)

## Closing Date

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The closing date for application is **18 October 2019**.