



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

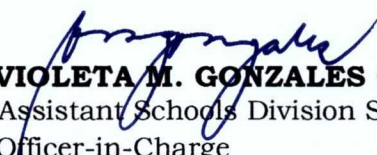
JUN 30 2026

MEMORANDUM
No. 290, s. 2026

CALL FOR NOMINATIONS TO THE SEAMEO RELC SCHOLARSHIP PROGRAMMES 2027

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Elementary and Secondary Public-School Heads/OICs
All Others Concerned

1. Attached is Memorandum DM-OULS-2026-256, 2026, titled, Call for Nominations to the SEAMEO RELC Scholarship Programmes 2027, for the information and guidance of all concerned.
2. Particular attention is invited to the following:
 - a. Paragraph 1: Summary of Courses, schedule, modality, and deadline of submission
 - b. Paragraph 2: Enclosure 1 and 2
 - c. Paragraph 3: Participants nomination form and required documents for submission to the prescribed link
 - d. Paragraph 6: NEAP Scholarship Secretariat email address and landline number
3. Immediate and wide dissemination of this Memorandum is desired.


VIOLETA M. GONZALES CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Enclosure: As stated
Reference: Memorandum DM-OULS-2026-256, 2026
To be indicated in the Perpetual Index
Under: LEARNING AREA
ENGLISH
MCDS- Call for Nominations to the SEAMEO RELC Scholarship Programmes 2027
290 / June 25, 2026

NUM-2026-290



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan, Muntinlupa City
8805-9935, 8805-9940
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Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-OULS-2026-256

TO : Regional Directors
Schools Division Superintendents
School Heads
All Others Concerned

FROM : *Carmela Oracion*
CARMELA C. ORACION
Undersecretary for Learning Systems

SUBJECT : **CALL FOR NOMINATIONS TO THE SEAMEO RELC SCHOLARSHIP PROGRAMMES 2027**

DATE : 18 June 2026

1. The Southeast Asian Ministers of Education Organizational Regional Language Centre (**SEAMEO RELC**) announces its call for scholarship programs intended for language education teachers for Calendar Year 2027 with details as follows:

Course Title/Program	Course Schedule	Modality	Deadline of submission
1. C111 — Advanced Specialist Certificate in Teaching Listening and Speaking	05-22 January 2027	In-person (Singapore)	July 20, 2026
2. C112 — Advanced Specialist Certificate in Teaching Reading and Writing	12-29 January 2027	In-person (Singapore)	
3. Master of Teaching English to Speakers of Other Languages (MTESOL)	22 February 2027-04 February 2028	Blended: In-person (Singapore) & Online	
4. C113 — Advanced Specialist Certificate in Language Assessment	06-23 April 2027	In-person (Singapore)	
5. C419 — Specialist Certificate in Professional Development of Teacher Leaders/Supervisors	27 April-04 May 2027	In-person (Singapore)	

6. C103 — Postgraduate Diploma TESOL	05 July – 03 December 2027	Blended: In-person (Singapore) & Online	December 8, 2026
7. C423 — Specialist Certificate in Technology-Enhanced Language Teaching	31 August – 17 September 2027	In-person (Singapore)	
8. C325 — Specialist Certificate in TESOL with Cambridge Teaching Knowledge (Foundation) for Secondary/High School Teachers	Residential Phase: 21 September – 15 October 2027 In-country lesson observation Phase: January/February 2028	In-person (Singapore + in-country practicum)	

2. For selection purposes, the National Educators Academy of the Philippines (NEAP) encourages each Regional Office PDC to endorse **one (1) qualified nominee per course**. RO PDCs are also encouraged to refer to their respective Pool of Potential Scholars to facilitate a more efficient and expeditious nomination process. Nominees must individually accomplish and submit all documents listed in the **Eligibility and Documentary Checklist** (*Enclosure 1*) and the **Scholarship Clearance** (*Enclosure 2*).
3. The **Participant Nomination Form and required documents must be accomplished and uploaded (in PDF Form) on or before the set deadline**, through the Microsoft Office Forms which can be accessed through the link <https://forms.office.com/r/CuYc2EhFal>. Kindly use official DepEd email accounts in submitting the requirements.
4. Kindly be advised that applications may be disqualified for various reasons, including, but not limited to: incomplete requirements, absence of official endorsement(s), direct submission of applications to the Secretariat's email, or discrepancies in submitted documents, among others.
5. For more information regarding the course program, kindly refer to the attached **Annex 1** (Scholarship Places 2027) and **Annex 2** (Course Information).
6. For further information or concerns, kindly contact the **NEAP Scholarships Secretariat** via email at scholarships@deped.gov.ph or landline (02) 8715-9919.
7. For immediate dissemination and appropriate action.



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GENERAL ELIGIBILITY REQUIREMENTS/CHECKLIST

Name:	
Scholarship Program:	
Sponsoring Agency/Organization:	
Region/SDO:	
Work Station:	

Remarks (✓, X, others)	Eligibility	Documentary Requirements
	a. Must be a Filipino citizen.	Updated Personal Data Sheet
	b. Must have obtained a very satisfactory (VS) performance rating for two (2) consecutive years. c. Must present his/her Individual Development Plan (IDP) that is validated by the head of the office.	Latest rated performance rating with approved IDP
	d. Must be holding a permanent item.	Updated Service Record
	e. Must have no master's degree (for those who will apply for a master's degree) and shall have no doctoral degree (for those who will apply for a doctoral degree). f. Must have no current or pending enrollment in other institutions for graduate or postgraduate degree programs (for degree programs).	Updated Personal Data Sheet
	g. Must be willing to sign a Scholarship Contract and commit to its provisions.	(shall be complied after being officially nominated)
	h. Must have no pending administrative, civil, or criminal case, and must have not been found guilty of any violation involving moral turpitude, corruption, or fraud.	Certificate of no pending administrative/legal charges



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SCHOLARSHIP CLEARANCE

I. NAME		
II. Position/Designation		
III. Permanent Station		
IV. Has availed any scholarship program	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, fill out sections V-X, as applicable.
V. Scholarship Program	Program Type	Title of the Program
	<input type="checkbox"/> Degree <input type="checkbox"/> Non-Degree	
VI. Scholarship Duration		
VII. Status	<input type="checkbox"/> Completed the Course (Submit a copy of Certificate of Completion)	<input type="checkbox"/> Withdrawn from the Course (State the reason below)



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Department of Education
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

VIII. Reason/s for Non-Completion (must be supported by attachments)	<input type="checkbox"/> Resignation <input type="checkbox"/> Transfer <input type="checkbox"/> Retirement <input type="checkbox"/> Others <i>Explain further.</i>	
IX. Service Obligation	No. of Months/Yrs Required	No. of Months/Yrs Completed
X. Reason for Non-Completion (must be supported by attachments)	<input type="checkbox"/> Resignation <input type="checkbox"/> z <input type="checkbox"/> Retirement <input type="checkbox"/> Others <i>Explain further.</i>	
<i>I hereby attest that the information in this form and the supporting documents attached hereto are true and correct</i>		
<hr/>		
Name and Signature of the Scholar		Date and Time
<i>This is to certify that the information in this form and the supporting documents attached hereto are true and correct</i>		
<hr/>		
Name and Signature of the Recommending Authority (SDO - HRDD)		Date and Time
APPROVED		
<hr/>		
Name and Signature of the Recommending Authority (RO-HRDD)		Date and Time



HEALTH DECLARATION & MEDICAL EXAMINATION

FOR MA / DIPLOMA / CERTIFICATE COURSES

1. All applicants for the SEAMEO RELC Scholarship must complete all parts of this form.

PART A – Medical History

2. Applicants are reminded that failure to disclose a full and accurate medical history may lead to a termination of the scholarship awarded.

PART B – Medical Examination Report

3. The medical examination must be done by a registered doctor at a medical clinic licensed to carry out such tests.

4. **Part B of this form must be completed by a registered doctor AND endorsed with a clinic / medical institution seal (stamp).**

5. The medical examination report will only be accepted if submitted within 3 months of its issuance.

6. Participants will bear all costs relating directly or indirectly to the completion of this form, including the medical examination.

7. This document must be completed and submitted to SEAMEO RELC to complete all scholarship applications.

Personal Particulars

Name (as in the passport): _____

Gender: Male Female *Please ✓ accordingly.*

Date of Birth: _____ (format: DD/MM/YYYY)

Passport No.: _____

PART A – Medical History *(to be completed by the applicant)*

Have you ever been diagnosed with / tested positive for any of the following? *(Please ✓ accordingly.)*

Tuberculosis Yes No A mental health disorder Yes No

HIV Yes No Any serious communicable disease Yes No

If you have selected "Yes" for any of the above, please elaborate. *(Attach additional pages if required.)*

Do you have any disease, illness, medical condition or disorder that may prevent you from successfully completing the course you are applying for? Yes No

I declare that all the information given above are true, complete and correct to the best of my knowledge.

Signature: _____

Date: _____

PART B – Medical Examination *(to be completed by the examining doctor/physician)*

Please ✓ accordingly. **Please ensure that all fields are duly completed.**

The applicant plans undertake full-time study abroad for the duration of 3 weeks
 6 months
 12 months

1. Is the applicant medically fit to undertake full-time study abroad for the duration indicated above?

Yes No

2. Any other remarks / observations from the medical examination:

Name of Examining Doctor: _____ (IN BLOCK LETTERS)

Signature: _____ Date: _____

Clinic Name: _____

Clinic's Address: _____

Clinic's Stamp: _____

Scholarship Places for The Philippines for SEAMEO RELC Scholarship Programme (Jan 2027 to Dec 2027)

S/N	Course Code/ Course Title	Course Dates	Course Duration	No. of Scholarships Places Offered	Nomination Closing Date	Course Objectives*	Mode of Delivery
1	C111 Advanced Specialist Certificate in Teaching Listening and Speaking	05 Jan 2027 – 22 Jan 2027	3 weeks	1	16 Sep 2026	<ul style="list-style-type: none"> The course is designed to develop language teachers' understanding of the theoretical bases for the teaching of listening and speaking skills in an ESL/EFL classroom. Language teachers will engage in a comprehensive exploration of the issues and challenges involved in teaching listening and speaking in different educational contexts. The course has a dedicated focus on unpacking the sub-skills and strategies involved in listening and speaking, and equips language teachers with contemporary pedagogical approaches to teaching listening and speaking. 	In-person
<p>Entry Requirements</p> <p>The requirements for admission to the course are:</p> <ol style="list-style-type: none"> An approved Bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes# Minimum language test scores for any of the following: <ul style="list-style-type: none"> 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 CJ 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 <p>Note: Applicants who do not meet criterion (c) will be required to pass the RELC Selection Test.</p>							
<p>* For details, please refer to the Course Information document attached.</p>							

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.

Scholarship Places for The Philippines for SEAMEO RELC Scholarship Programme (Jan 2027 to Dec 2027)

S/N	Course Code/ Course Title	Course Dates	Course Duration	No. of Scholarships Places Offered	Nomination Closing Date	Course Objectives*	Mode of Delivery
2	C112 Advanced Specialist Certificate in Teaching Reading and Writing	12 Jan 2027 – 29 Jan 2027	3 weeks	1	16 Sep 2026	<ul style="list-style-type: none"> This course deals with the principles, design and procedures in teaching reading and writing in ES_/EFL situations within a multimodal world. 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 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. 	In-person
Entry Requirements							
<p>The requirements for admission to the course are:</p> <p>a) An approved Bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education</p> <p>b) At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes[#]</p> <p>c) Minimum language test scores for any of the following:</p> <ul style="list-style-type: none"> 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)/Keputusan Tinggi STPM General Paper/English Literature: B- (CGPA/HGMP 2.67) Malaysian University English test (MUET): Band 4 CJ 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 <p>Note: Applicants who do not meet criterion (c) will be required to pass the RELC Selection Test.</p>							

* For details, please refer to the Course Information document attached.

[#] 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.

Scholarship Places for The Philippines for SEAMEO RELC Scholarship Programme (Jan 2027 to Dec 2027)

S/N	Course Code/ Course Title	Course Dates	Course Duration	No. of Scholarships Places Offered	Nomination Closing Date	Course Objectives*	Mode of Delivery
3	MTESOL Master of Teaching English to Speakers of Other Languages Jointly offered by the Victoria University of Wellington (VUW) in New Zealand and SEAMEO RELC	22 Feb 2027 – 04 Feb 2028	1 year	1	16 Sep 2026	By the end of the programme, graduates should be able to: <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. 	Blended; in-person teaching in Singapore and e-learning modules which scholars can complete on their own.
Entry Requirements							
<p>The requirements for admission to the programme are:</p> <ol style="list-style-type: none"> A Bachelor's degree in Linguistics, English Language, Education or a language other than English (or another relevant degree) At least 2 years of recent professional experience in language education or other areas of applied linguistics[#] Candidates must meet the minimum language scores for any of the following: <ul style="list-style-type: none"> • IELTS or IELTS Indicator Test: Overall score of 6.5 with no sub-score below 6.0 • TOEFL internet-based test (iBT): Overall score of 90 with a 20 in writing • Pearson Test of English: 65 with a 'Communicative' score of not less than 58 • Duolingo English Test: Overall score of 120 with a 90 in the Production subsection • C1 Expert International ESOL Written (LRW) HIGH 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) • 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) <p>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.</p>							

* For details, please refer to the Course Information document attached.

[#] 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.

Scholarship Places for The Philippines for SEAMEO RELC Scholarship Programme (Jan 2027 to Dec 2027)

S/N	Course Code/ Course Title	Course Dates	Course Duration	No. of Scholarships Places Offered	Nomination Closing Date	Course Objectives*	Mode of Delivery
4	C113 Advanced Specialist Certificate in Language Assessment	06 Apr 2027 – 23 Apr 2027	3 weeks	1	16 Sep 2026	<ul style="list-style-type: none"> This course is specifically designed for language teachers and assessors who are interested in understanding and applying principles and practices of formative assessment and summative assessment 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 both in face-to-face and online teaching contexts. 	In-person
<p>Entry Requirements</p> <p>The requirements for admission to the course are:</p> <ol style="list-style-type: none"> An approved Bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes# Minimum language test scores for any of the following: <ul style="list-style-type: none"> 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 (GPIK/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 <p>Note: Applicants who do not meet criterion (c) will be required to pass the RELC Selection Test.</p>							

* For details, please refer to the Course Information document attached.

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.

Scholarship Places for The Philippines for SEAMEO RELC Scholarship Programme (Jan 2027 to Dec 2027)

S/N	Course Code/ Course Title	Course Dates	Course Duration	No. of Scholarships Places Offered	Nomination Closing Date	Course Objectives*	Mode of Delivery
5	C-419 Specialist Certificate in Professional Development of Teacher Leaders/Supervisors	27 Apr 2027 – 14 May 2027	3 weeks	1	16 Sep 2026	<ul style="list-style-type: none"> This course is meant for teacher leaders, staff developers, level heads, heads of language departments, or supervisors who are engaged in the planning of language teacher professional development programmes or/and in the supervision of in-service language teachers at their institutions. 	In-person
Entry Requirements							
<p>The requirements for admission to the course are:</p> <ol style="list-style-type: none"> An approved Bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL, or Education At least 2 years of teaching experience; preference will be given to candidates who are staff developers, teacher leaders (i.e. senior teachers/master teachers) or supervisors or heads of department Minimum English language proficiency of B1 (CEFR) or its equivalent: 							

* For details, please refer to the Course Information document attached.

Scholarship Places for The Philippines for SEAMEO RELC Scholarship Programme (Jan 2027 to Dec 2027)

S/N	Course Code/ Course Title	Course Dates	Course Duration	No. of Scholarships Places Offered	Nomination Closing Date	Course Objectives*	Mode of Delivery
6	C103 Postgraduate Diploma in TESOL	05 Jul 2027 – 03 Dec 2027	22 weeks	1	10 Feb 2027	<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. The Diploma will benefit language lecturers, teachers, and specialists in the region who have a first degree and at least 2 years of teaching experience. 	Blended; online and in-person teaching in Singapore, and e-learning modules which scholars can complete on their own.

Entry Requirements

The requirements for admission to the course are:

- An approved Bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education
- At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes#
- Minimum language test scores for any of the following:
 - IELTS: 6.5
 - TOEFL: 550 paper-based/543 ITP; 213 computer-based; 79 internet-based/BT
 - 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 an RELC Advanced Specialist Certificate (minimum B- and for relevant modules) may be eligible for exemption from the module in the postgraduate diploma course.

* For details, please refer to the Course Information document attached.

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.

Scholarship Places for The Philippines for SEAMEO RELC Scholarship Programme (Jan 2027 to Dec 2027)

S/N	Course Code/ Course Title	Course Dates	Course Duration	No. of Scholarships Places Offered	Nomination Closing Date	Course Objectives*	Mode of Delivery
7	C423 Specialist Certificate in Technology-Enhanced Language Teaching	31 Aug 2027 – 17 Sep 2027	3 weeks	1	10 Feb 2027	<ul style="list-style-type: none"> This course is designed for English language teachers and educators who are interested in advancing their knowledge and skills in integrating technology to enhance language teaching and learning in ELT or TESOL contexts. It will focus on how to integrate various forms of technologies in designing, delivering, facilitating, and assessing language learning (in-person and online) following L2 acquisition theories, language teaching principles and approaches, and technology integration frameworks. Participants will have the opportunities to use, evaluate, and curate different digital tools for specific teaching contexts and to demonstrate their abilities to integrate appropriate technologies in learning design, materials development, facilitating and assessing learning, giving feedback, and efficiency improvement. 	In-person
Entry Requirements							
<p>The requirements for admission to the course are:</p> <ol style="list-style-type: none"> An approved Bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL, or Education At least two years of recent full-time English language teaching experience or recent experience in English language curriculum planning and language development programmes[#] Minimum English language proficiency of B1 (CEFR) or its equivalent 							

* For details, please refer to the Course Information document attached.

[#] 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.

Scholarship Places for The Philippines for SEAMEO RELC Scholarship Programme (Jan 2027 to Dec 2027)

S/N	Course Code/ Course Title	Course Dates	Course Duration	No. of Scholarships Places Offered	Nomination Closing Date	Course Objectives*	Mode of Delivery
8	C325 Specialist Certificate in TESOL with Cambridge Teaching Knowledge (Foundation) for Secondary/High School Teachers	Residential phase: 21 Sep 2027 – 15 Oct 2027 In-country lesson observation phase: Jan/Feb 2028	4 weeks 2 days (12 hours)	1	10 Feb 2027	<ul style="list-style-type: none"> This 108-hour Specialist Certificate in TESOL with Cambridge Teaching Knowledge (Foundation) is designed to support secondary/high school English teachers in their professional practice. The Specialist Certificate in TESOL with a Cambridge Certificate in Teaching Knowledge Test (TKT) will benefit certified TESOL teachers as they will have access to a wide range of opportunities such as working in public or private secondary/high schools, private language schools or centres, and summer schools. 	In-person

Entry Requirements

For RELC Scholarship applicants, the requirements for admission to the course are:

- An approved Bachelor's degree (or equivalent qualifications) in Linguistics, English Language, TESOL or Education
- At least two years of full-time English language teaching experience or experience in English language/curriculum planning and language development programmes#
- Currently teaching in a high school/ secondary school
- Will remain teaching in a high school/ secondary school during the in-country lesson observation phase
- Minimum language test scores (or equivalent) for any of the following:
 - B1 (CEFR)
 - IELTS: 5.0
 - TOEFL: 460 ITP; 42 internet-based/IBT
 - GCE O Level English: D7-C6
 - CU TEP score: 50
 - APTIS: B1 or Linguaskill: >140 (equivalent 5.0 IELTS/B1)
 - Duolingo English Test: >80 (equivalent IELTS 5.0 / B1)
 - Any Cambridge English Qualifications & Placement Test with B1 (CEFR)

Note: Applicants who do not meet criterion (e) will be required to pass the RELC Selection Test.

For private fee-paying applicants, the requirements for admission to the course are:

- A Bachelor's degree preferably from an English-medium university;
- Little or no English language teaching experience; and
- Minimum English language proficiency of B2 (CEFR) or its equivalent

Note:

- For private fee-paying course participants, special arrangements will be made for them to conduct lessons for their formative and summative assessments.
- Applicants who do not meet criterion (c) will be required to pass the RELC Selection Test.

* For details, please refer to the Course Information document attached.

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.



COURSE INFORMATION 2027

C111	Advanced Specialist Certificate in Teaching Listening and Speaking	05 Jan 2027 - 22 Jan 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 course is designed to develop language teachers' understanding of the theoretical bases for the teaching of listening and speaking skills in an ESL/EFL classroom. ▪ Language teachers will engage in a comprehensive exploration of the issues and challenges involved in teaching listening and speaking in different educational contexts. ▪ The course has a dedicated focus on unpacking the sub-skills and strategies involved in listening and speaking, and equips language teachers with contemporary pedagogical approaches to teaching listening and speaking.
Duration	3 weeks (54 hours)
Expected Learning Outcomes	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> ▪ Acquire an up-to-date knowledge of theories and principles of teaching listening and speaking; and ▪ Develop and microteach lessons in teaching different listening and speaking skills and sub-skills.
Components	<ul style="list-style-type: none"> ▪ Teaching Listening ▪ Teaching Speaking
Delivery	<p>This course is conducted on-site and in-person through:</p> <ul style="list-style-type: none"> ▪ In-person lessons and ▪ Independent online learning/ Self-directed group discussion/ Flipped learning/ Consultation
Assessment	<ul style="list-style-type: none"> ▪ Assignments ▪ Written Exam

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 a written 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 Teaching Listening and Speaking.

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 to 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: Applicants who do not meet criterion (c) will be required to pass the RELC Selection Test.

[#] 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)
- 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.)

- 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.



COURSE INFORMATION 2027

C112	Advanced Specialist Certificate in Teaching Reading and Writing	12 Jan 2027 - 29 Jan 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"> ▪ This course 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. ▪ There will be a special focus on helping participants to make the transition from using traditional print-based to multimodal materials.
Duration	3 weeks (54 hours)
Expected Learning Outcomes	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> ▪ Acquire an up-to-date knowledge of theories, principles, and practices in the teaching of reading and writing; and ▪ Develop and microteach lessons in teaching different reading and writing skills and sub-skills.
Components	<ul style="list-style-type: none"> ▪ Teaching Reading ▪ Teaching Writing
Delivery	<p>This course is conducted on-site and in-person through:</p> <ul style="list-style-type: none"> ▪ In-person lessons and ▪ Independent online learning/Self-directed group discussion/Flipped learning/Consultation
Assessment	<ul style="list-style-type: none"> ▪ Assignments ▪ Written Exam

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 a written 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 Teaching Reading and Writing.

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 to 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: Applicants who do not meet criterion (c) will be required to pass the RELC Selection Test.

[#] 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)
- 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.)

- 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.



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

Course Objectives	<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. 									
Period and Nature of Study	<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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Period</th> <th style="text-align: left;">Date</th> <th style="text-align: left;">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)
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)								

	Weeks 39 to 50 (Trimester 3)	15 Nov 2027 to 4 Feb 2028:	Online from scholars' respective home countries
<u>Academic schedule</u>			
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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COURSE INFORMATION 2027

C113	Advanced Specialist Certificate in Language Assessment	06 Apr 2027 - 23 Apr 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"> ▪ This course is designed for language teachers and assessors interested in understanding and applying principles and practices of formative assessment and summative assessment within their respective institutions' context. ▪ The course will focus on how to integrate formative assessment within regular teaching activities and how to construct and evaluate language tests both in face-to-face and online teaching contexts.
Duration	3 weeks (54 hours)
Expected Learning Outcomes	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> ▪ Explain key concepts, principles, and practices of language assessment; ▪ Develop activities and resources for formative assessment; ▪ Integrate formative assessment practices in their lesson planning; ▪ Prepare an effective language test to test various aspects of language proficiency; and ▪ Evaluate language tests and recommend improvements to enhance the quality of the test.
Components	<ul style="list-style-type: none"> ▪ Formative assessment ▪ Summative assessment
Delivery	<p>This course is conducted on-site and in-person through:</p> <ul style="list-style-type: none"> ▪ In-person lessons and ▪ Independent online learning/Self-directed group discussion/Flipped learning/Consultation
Assessment	<ul style="list-style-type: none"> ▪ Assignments ▪ Written Exam

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 a written 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) 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 to 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: Applicants who do not meet criterion (c) will be required to pass the RELC Selection Test.

[#] 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)
- 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.)
- 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.



COURSE INFORMATION 2027

C419	Specialist Certificate in the Professional Development of Teacher Leaders/Supervisors	27 Apr 2027 - 14 May 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"> ▪ In most educational contexts, teacher leaders, staff developers, level heads and heads of language departments are often drawn from the ranks of senior or experienced teachers and thrust into the job of developing others with themselves having little professional knowledge of how language teacher professional development programmes, and supervision of in-service teachers should be managed. ▪ This course is meant for teacher leaders, staff developers, level heads, heads of language departments, or supervisors who are engaged in the planning of language teacher professional development programmes or/and in the supervision of in-service language teachers at their institutions. Experienced classroom teachers who aspire to be teacher leaders, staff developers, level/department heads or supervisors may find the course beneficial for their career progression and development.
Duration	3 weeks (54 hours)
Expected Learning Outcomes	<p>At the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> ▪ explore and apply various models and practices in the continuing, or continuous, professional development of in-service teachers/educators ▪ guide, lead or/and train teachers in their Professional Learning and Development (PLD) ▪ understand and play various roles to mentor, coach or/and supervise teachers or educators for better work performance
Course Components	<ul style="list-style-type: none"> ▪ From Teacher to Teacher Leader ▪ From Teacher to Trainer ▪ From Teacher to Supervisor

Delivery	The training strategies used on this course are collaborative and interactive. They include topical seminars, task-based workshops, role plays and discussions.
Assessment	<ul style="list-style-type: none"> ▪ Assignments

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.

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 Specialist Certificate on the Professional Development of Teacher Leaders/Supervisors.

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 teaching experience preference will be given to candidates who are staff developers, teacher leaders (i.e. senior teachers/master teachers) or supervisors or heads of department; and
- c) Minimum English language proficiency of B1 (CEFR) or its equivalent.

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)
- 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.)

- 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.



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.



COURSE INFORMATION 2027

C423	Specialist Certificate in Technology-Enhanced Language Teaching	31 Aug 2027 - 17 Sep 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"> ▪ This course is designed for English language teachers and educators who are interested in advancing their knowledge and skills in integrating technology to enhance language teaching and learning in ELT or TESOL contexts. ▪ It will focus on how to integrate various forms of technologies in designing, delivering, facilitating, and assessing language learning (in-person and online) following L2 acquisition theories, language teaching principles and approaches, and technology integration frameworks. ▪ Participants will have the opportunities to use, evaluate, and curate different digital tools for specific teaching contexts and to demonstrate their abilities to integrate appropriate technologies in learning design, materials development, facilitating and assessing learning, giving feedback, and efficiency improvement.
Duration	3 weeks (54 hours)
Expected Learning Outcomes	<p>At the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> ▪ develop a clear understanding of the concepts, principles, frameworks, and practices in technology-enhanced language teaching (TELT); ▪ apply the principles, frameworks, and practices of TELT in learning design, materials development, assessment, giving feedback, and efficiency improvement; and ▪ demonstrate familiarity and effective use of different digital tools in teaching and assessing different language skills.

Delivery	This course is conducted in person at SEAMEO RELC in Singapore through: <ul style="list-style-type: none"> ▪ In-person sessions and ▪ Independent online learning, group discussions, and consultation sessions
Assessment	<ul style="list-style-type: none"> ▪ Assignments

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.

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 Specialist Certificate in Technology-Enhanced Language Teaching (TELT).

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 teaching experience recent full-time English language teaching experience or recent experience in English language curriculum planning and language development programmes[#]; and
- c) Minimum English language proficiency of B1 (CEFR) or its equivalent.

[#] 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) candidature.

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.)

- 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.



COURSE INFORMATION 2027

C325	Specialist Certificate in TESOL with Cambridge TKC Foundation for Secondary / High School Teachers	21 Sep 2027 - 15 Oct 2027, Jan-Feb 2028
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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"> ▪ This 108-hour Specialist Certificate in TESOL with Cambridge Teaching Knowledge (Foundation) is designed to support secondary/high school English teachers in their professional practice. ▪ The Specialist Certificate in TESOL with a Cambridge Certificate in Teaching Knowledge Test (TKT) will benefit certified TESOL teachers as they will have access to a wide range of opportunities such as working in public or private secondary/high schools, private language schools or centres, and summer schools.
Expected Learning Outcomes	<p>At the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> ▪ Acquire and apply their knowledge of and skills in teaching English to Speakers of Other Languages at the secondary or high school level; ▪ Draw on and extend their repertoire of teaching approaches, methods, and techniques to enhance their learners' language skills and communicative competence; and ▪ Plan and deliver effective lessons with the use of relevant resources and appropriate technology to engage large classes of learners
Course Components	<p>Module 1: Background to Language Teaching and Learning in the 21st Century</p> <p>Module 2: Teaching Grammar, Vocabulary and Pronunciation</p> <p>Module 3: Teaching Listening, Reading, and Viewing</p> <p>Module 4: Teaching Speaking, Writing, and Representing</p> <p>Module 5: Preparation for Cambridge Teaching Knowledge Test (Module)</p> <p>Module 6: In-country Lesson Observation & Supervision</p>

Duration	<p>This course comprises:</p> <p>Phase 1: Four-week (96 hours) residential school at RELC in Singapore</p> <p>a) 3-week (72 hours) Specialist Certificate in TESOL</p> <ul style="list-style-type: none"> ▪ 20 in-person seminars/workshop sessions ▪ 4 asynchronous online study/consultation sessions, including 1 micro-teaching assignment per participant. <p>b) 1-week (24 hours) Cambridge TKC (Teaching Knowledge Course) Foundation</p> <ul style="list-style-type: none"> ▪ 8 in-person seminars & test practice sessions ▪ TKT Module 1 Test <p>Phase 2: In-country Lesson Observation for Formative & Summative Assessments (2 days: 12 hrs per participant)</p> <ul style="list-style-type: none"> ▪ One lesson observation with feedback for formative assessment ▪ One lesson supervision with feedback for summative assessment, to be conducted in-country, at the course participant's secondary/ high school. <p>For private fee-paying course participants, special arrangements will be made for them to conduct lessons for their formative and summative assessments.</p>
Delivery	<p>The training strategies used in this course are highly interactive. They include lectures/input sessions, task-based workshops, role-plays, discussions, and micro-teaching sessions.</p>

Course Requirements

To complete the course successfully, a candidate must:

- a) Satisfy class attendance requirements;
- b) Attain a satisfactory standard in required course work;
- c) Complete all assignments including planning and delivering lessons for observation, supervision, and assessment by trainer; and
- d) Complete the TKT Module 1 test.

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 Specialist Certificate in TESOL by SEAMEO RELC and a Certificate in TKT (Module 1) by Cambridge University Press & Assessment.

Entry Requirements

The course accepts a wide range of qualifications for entry into the programme.

For RELC scholarship applicants:

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) Currently teaching in a high school/ secondary school;
- d) Will remain teaching in a high school/ secondary school during the in-country lesson observation phase; and
- e) Minimum language test scores (or equivalent) for any of the following:
 - B1 (CEFR);
 - IELTS: 5.0;
 - TOEFL: 460 ITP; 42 internet-based/iBT;
 - GCE O Level English: D7-C6
 - CU TEP score: 50;
 - APTIS: B1 or Linguaskill: >140 (equivalent to 5.0 IELTS/B1)
 - Duolingo English Test: >80 (equivalent to IELTS 5.0 / B1)
 - Any Cambridge English Qualifications & Placement Test with B1 (CEFR)

Note: Applicants who do not meet criterion (e) will be required to pass the RELC Selection Test.

For private fee-paying applicants:

The requirements for admission to the course are:

- a) An approved Bachelor's degree preferably from an English-medium university;
- b) Little or no English language teaching experience; and
- c) Minimum English language proficiency of B2 (CEFR) or its equivalent

Note: Applicants who do not meet criterion (c) are required to pass the RELC Selection Test.

[#] 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)
- 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.


Fw: [DM-OULS-2026-256] CALL FOR NOMINATIONS TO THE SEAMEO RELC SCHOLARSHIP PROGRAMMES 2027

From DEPED NATIONAL CAPITAL REGION <ncr@depd.gov.ph>

Date Thu 6/25/2026 8:38 AM

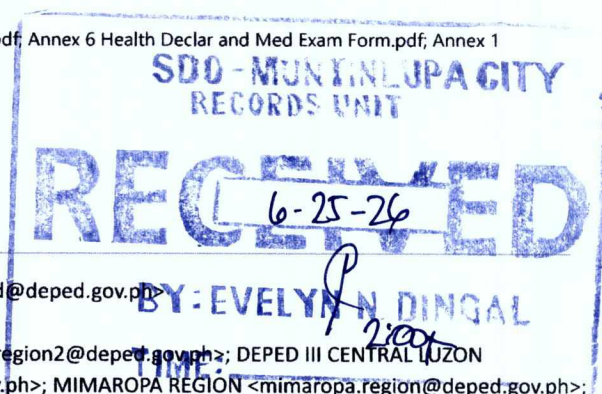
To Jocelyn Andaya <jocelyn.andaya005@depd.gov.ph>; HRDD NCR <hrdd.ncr@depd.gov.ph>

Cc DEPED CALOOCAN CITY <caloocan.city@depd.gov.ph>; DEPED PARANAQUE <depd.paranaque@depd.gov.ph>; SCHOOLS DIVISION OFFICE SAN JUAN CITY <sdosanjuacity@depd.gov.ph>; DEPED PASAY CITY <depd.pasay@depd.gov.ph>; DEPED LAS PINAS CITY <laspinas.city@depd.gov.ph>; DEPED MAKATI CITY <makati.city@depd.gov.ph>; DEPED MALABON CITY <malabon.city@depd.gov.ph>; SDO MUNTINLUPA <sdo.muntinlupa@depd.gov.ph>; DEPED NAVOTAS CITY <navotas.city@depd.gov.ph>; OSDS PASIG CITY <osds.sdopasigcity@depd.gov.ph>; SDO MANDALUYONG <sdo.mandaluyong@depd.gov.ph>; DEPED MANILA <sdo.manila@depd.gov.ph>; SDO MARIKINA <sdo.marikina@depd.gov.ph>; SCHOOLS DIVISION OFFICE QUEZON CITY <sdo.quezoncity@depd.gov.ph>; SDO VALENZUELA <sdovalenzuela@depd.gov.ph>; SDO TAPAT <sdo.tapat@depd.gov.ph>

4 attachments (3 MB)

DM-OULS-2026-256 Call for Nomination to the SEAMEO RELC Scholarship Programmes 2027.pdf; Annex 6 Health Declar and Med Exam Form.pdf; Annex 1 Scholarship Places_2027_The Philippines.pdf; Annex 2 Course Information.pdf;

Sent from Outlook for iOS



From: National Educators Academy of the Philippines Office of the Director <neap.od@depd.gov.ph>

Sent: Wednesday, 24 June 2026 19:27:35

To: DEPED I ILOCOS REGION <region1@depd.gov.ph>; DEPED II CAGAYAN VALLEY <region2@depd.gov.ph>; DEPED III CENTRAL LUZON <region3@depd.gov.ph>; DEPED REGION IV-A CALABARZON <region4a@depd.gov.ph>; MIMAROPA REGION <mimaropa.region@depd.gov.ph>; DEPED V BICOL REGION <region5@depd.gov.ph>; DepEd VI Western Visayas <region6@depd.gov.ph>; Negros Island Region (NIR) <nir@depd.gov.ph>; DepEd Region VII Central Visayas <region7@depd.gov.ph>; REGION VIII EASTERN VISAYAS <region8@depd.gov.ph>; DEPED IX ZAMBOANGA PENINSULA <region9@depd.gov.ph>; DEPED X NORTHERN MINDANAO <region10@depd.gov.ph>; DEPED XI DAVAO REGION <region11@depd.gov.ph>; DEPED XII SOCCSKSARGEN <region12@depd.gov.ph>; DEPED REGION XIII CARAGA <caraga@depd.gov.ph>; DEPED CORDILLERA ADMINISTRATIVE REGION <car@depd.gov.ph>; DEPED NATIONAL CAPITAL REGION <ncr@depd.gov.ph>

Cc: Office of the Undersecretary for Curriculum and Teaching (OUCT) <ouct@depd.gov.ph>; Office of the Assistant Secretary HROD (NEAP) <oas.hrod-neap@depd.gov.ph>; Professional Development Division <neap.pdd@depd.gov.ph>; Marife Morcilla <marife.morcilla002@depd.gov.ph>; Alexander Simagala <alexander.simagala@depd.gov.ph>; SCHOLARSHIP SECRETARIAT (DEPED) <scholarships@depd.gov.ph>; Rizza Pereyra <rizza.pereyra@depd.gov.ph>; ARLU BERNARD JIMENEZ CABANERO <arlubernard.cabanero@depd.gov.ph>; Dia Sielo Carabana <dia.carabana@depd.gov.ph>; Angelo Bedaña <angelo.bedana@depd.gov.ph>; Paolo Alinojan <paolo.alinojan@depd.gov.ph>; Ash Airel Cristobal <ash.cristobal@depd.gov.ph>; Joseph Gallano Dela Cruz <joseph.delacruz001@depd.gov.ph>; Jane Cacacho <jane.cacacho@depd.gov.ph>; Ana Kristelle Ortiz <ana.ortiz003@depd.gov.ph>; MICHAEL JOSEPH CABAUATAN <michael.cabauatan@depd.gov.ph>; DepEd International Cooperation Office <ico@depd.gov.ph>

Subject: [DM-OULS-2026-256] CALL FOR NOMINATIONS TO THE SEAMEO RELC SCHOLARSHIP PROGRAMMES 2027

Dear all,

Greetings!

1. The Southeast Asian Ministers of Education Organizational Regional Language Centre (**SEAMEO RELC**) announces its call for scholarship programs intended for language education teachers for Calendar Year 2027 with details as follows:

Course Title/Program	Course Schedule	Modality	Deadline of submission
1. C111 — Advanced Specialist Certificate in Teaching Listening and Speaking	05-22 January 2027	In-person (Singapore)	
2. C112 — Advanced Specialist Certificate in Teaching Reading and Writing	12-29 January 2027	In-person (Singapore)	
3. Master of Teaching English to Speakers of Other Languages (MTESOL)	22 February 2027-04 February 2028	Blended: In-person (Singapore) & Online	

4. C113 — Advanced Specialist Certificate in Language Assessment	06-23 April 2027	In-person (Singapore)	July 20, 2026
5. C419 — Specialist Certificate in Professional Development of Teacher Leaders/Supervisors	27 April-04 May 2027	In-person (Singapore)	
6. C103 — Postgraduate Diploma TESOL	05 July – 03 December 2027	Blended: In-person (Singapore) & Online	December 8, 2026
7. C423 — Specialist Certificate in Technology-Enhanced Language Teaching	31 August – 17 September 2027	In-person (Singapore)	
8. C325 — Specialist Certificate in TESOL with Cambridge Teaching Knowledge (Foundation) for Secondary/High School Teachers	Residential Phase: 21 September – 15 October 2027 In-country lesson observation Phase: January/February 2028	In-person (Singapore + in-country practicum)	

2. For selection purposes, the National Educators Academy of the Philippines (NEAP) encourages each Regional Office PDC to endorse **one (1) qualified nominee per course**. RO PDCs are also encouraged to refer to their respective Pool of Potential Scholars to facilitate a more efficient and expeditious nomination process. Nominees must individually accomplish and submit all documents listed in the **Eligibility and Documentary Checklist** (*Enclosure 1*) and the **Scholarship Clearance** (*Enclosure 2*).

3. The **Participant Nomination Form and required documents must be accomplished and uploaded (in PDF Form) on or before the set deadline**, through the Microsoft Office Forms which can be accessed through the link <https://forms.office.com/r/CuYc2EhFaL>. Kindly use official DepEd email accounts in submitting the requirements.

4. Kindly be advised that applications may be disqualified for various reasons, including, but not limited to: incomplete requirements, absence of official endorsement(s), direct submission of applications to the Secretariat's email, or discrepancies in submitted documents, among others.

5. For more information regarding the course program, kindly refer to the attached **Annex 1** (Scholarship Places 2027) and **Annex 2** (Course Information).

6. For further information or concerns, kindly contact the **NEAP Scholarships Secretariat** via email at scholarships@deped.gov.ph or landline (02) 8715-9919.

7. For immediate dissemination and appropriate action.

Respectfully,



Office of the Director
National Educators Academy of the Philippines
Tel. No. (02) 8638-8638
Website: www.deped.gov.ph/national-educators-academy-of-the-philippines/
Department of Education
DepEd Complex, Meralco Avenue, Pasig City
www.deped.gov.ph

CLIENT SATISFACTION FORM

Please help us in improving our service by answering our feedback form:

<https://tinyurl.com/NEAPCSSurvey>

Your response will be truly appreciated.

Thank you!



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