

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON, KULTURA AT ISPORTS
(MINISTRY OF EDUCATION, CULTURE AND SPORTS)
Manila

November 10, 1983

MECS MEMORANDUM
No. 228, s. 1983

NOMINATIONS FOR ADVANCED TRAINING AND RESEARCH
COURSES AT RELC, SINGAPORE

To: Bureau Directors
Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities
Heads of Private Schools, Colleges and Universities

1. This is to announce the advanced training and research courses at the SEAMEO Regional Language Centre, Singapore for academic year July 1984-June 1985.

2. These courses, conducted at the post-graduate level for key persons or potential key persons in language planning and in language education development, are as follows:

Course 101: Course Leading to the Diploma in
Applied Linguistics
2 July 1984-30 March 1985

Course 102: Course Leading to the Diploma in
Teaching English to Speakers of
Other Languages
2 July 1984-30 March 1985

Course 401: Course Leading to the Diploma in
Advanced Study and Research in the
Field of Applied Linguistics
2 July 1984-30 March 1985

Course 301: Course Leading to the Degree of
Master of Arts in Applied Linguistics
2 July 1984-30 March 1985

Course 501: Course Leading to the Degree of
Doctor of Philosophy in the Field of
Applied Linguistics
2 July 1984-30 March 1985

Course 213: Ten-Week Specialized Advanced
Certificate Course in Evaluation
of Language Programme Effectiveness
2 July 1984-30 March 1985

3. To qualify for admission, a candidate must:
 - a. have a bachelor of arts degree in language, linguistics or language teaching;
 - b. have a minimum of two years of language teaching experience;
 - c. have sufficient command of English to follow advanced studies conducted in the English language and must possess qualities necessary for the writing of a good research paper;
 - d. be normally under 40 years of age; and
 - e. for Course 401, the candidate must submit the subject and design of a proposed research project intended for completion within the course time. The proposed research project must not be a part of or associated with any research projects intended for a university degree or for meeting the requirements of a non-RELC grant or award.
4. Nominations should be sent to reach this Office, attention: RELC SCHOLARSHIP COMMITTEE, on or before January 30, 1984.
5. Each nomination should be accompanied by the following:
 - a. A medical certificate from a government clinic certifying that the candidate is medically fit for the course.
 - b. Transcript of Records for both undergraduate and graduate courses.
 - c. If married, a written permission to participate in the program from his/her spouse.
 - d. Certification that the candidate has had no training under any foreign scholarship grant in TESL/Linguistics.

- e. Certification given by a responsible authority attesting to the candidate's competence in English for advanced courses using the inclosed form.
 - f. Certification that the candidate is a permanent staff of the agency (public/private) to which he belongs and that said agency will underwrite his travel expenses and clothing allowances.
 - g. Clearance from his/her office.
 - h. Personal data sheet using the inclosed form.
6. REIC will provide international travel to and from Singapore, tuition fee and subsistence allowance during the period of training.
7. It is requested that this matter be given preferential attention.

(SGD.) HERMENEGILDO C. DUMLAO
Acting Minister

Incls.:
As stated

References:

MEC Memorandum: No. 95, s. 1982
MECS Memorandum No. 13, s. 1983

Allotment: 1-9-4--(D.O. 1-76)

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

OFFICIALS
SCHOLARSHIP
TEACHERS

(Inclosure No. 1 to MECS Memorandum No. 228, s. 1983)

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION (SEAMEQ)
REGIONAL LANGUAGE CENTRE (RELIC)
30 Orange Grove Road, Singapore 1025, Republic of Singapore

STATEMENT OF ENGLISH LANGUAGE PROFICIENCY

(Please study carefully the GUIDE TO GRADING OF ENGLISH LANGUAGE PROFICIENCY on pages 3 and 5 before completing this form.)

1. Name of applicant (*Mr/Mrs/Miss) _____
(Please PRINT and underline surname)

2. Office address of applicant _____

3. Standardized English Proficiency Test taken by the applicant (if applicable)

Name of test	Administered at	Date taken	Score
Michigan Test of Aural Comprehension			
Michigan Test of English Language Proficiency			
TOEFL Test			
Davies Test			

4. I have known the applicant for _____ years as a student/colleague in

(Name of institution)

(Address of institution)

and to the best of my knowledge I rate his proficiency in English to be as follows

(Please circle the appropriate grade)

Applicant's	Poor	Fair	Average	Good	Excellent	Remarks
understanding of spoken English	1	2	3	4	5	
ability to speak English	1	2	3	4	5	
understanding of written English	1	2	3	4	5	
ability to write English	1	2	3	4	5	

3. I consider that the applicant ~~would~~/would not be able to cope with a tertiary programme of study where English is the medium for teaching, reading, writing and research.

6. Remarks/Comments, if any _____

Signature _____ Date _____

Full name (Please PRINT) _____

Official designation _____

Academic/Professional qualifications _____

Official address _____

*Please delete whichever is not applicable.

GUIDE TO GRADING OF ENGLISH LANGUAGE PROFICIENCY

Understanding of Spoken English

Grading

- 1 When addressed rather slowly in only simple sentences with frequent repetition and re-phrasing, understands almost everything.
- 2 When addressed at less than normal speed, in mainly simple sentences, with some re-phrasing and repetition, understands almost everything.
- 3 When addressed at normal or slightly less than normal speed, with a few simplifications of expression, and occasional re-phrasing and repetition, understands almost everything.
- 4 When addressed in normal to fast English with no concessions made to the fact that he is a non-native listener, and with only very occasional re-phrasing or repetition, understands everything.
- 5 When addressed in normal to fast English with no concessions made to the fact that he is a non-native listener, and with no re-phrasing or repetition, understands everything.

Ability to Speak English

Grading

- 1 Speaks haltingly in simple sentences only, with considerable inaccuracy in pronunciation and grammar but with evidence of ability to use basic structures. With a good deal of effort on the part of the listener and some requests for repetition most of what he says is intelligible, but his range is extremely narrow.
- 2 Speaks haltingly in mainly simple sentences with considerable amount of inaccuracy in pronunciation and/or grammar. With a good deal of effort on the part of the listener and some requests for repetition is largely intelligible, but his range is very limited.
- 3 Speaks fairly fluently, with some inaccuracy in pronunciation and some restriction in ability to handle complex structures and vocabulary. With some effort on the part of the listener he is almost fully intelligible, but his range is limited.

- 4 Approaches native-speaker competence in accuracy, clarity and range of expression. With little or no effort on the part of the listener, he is fully intelligible.
- 5 Possesses virtual native-speaker competence in accuracy, clarity, range and variety of expression. He is fully intelligible, with no effort on the part of the listener.

Understanding of Written English

Grading

- 1 Reads straightforward narrative or exposition very slowly and manages to follow only the bare outline of the piece.
- 2 Reads fairly difficult English rather slowly with extremely limited comprehension. Can follow the outline of a straightforward narrative or exposition, though misses much of the detail.
- 3 Reads fairly difficult English rather slowly, but with general comprehension. Reads straightforward narrative or exposition at reasonable speed with almost total comprehension.
- 4 Reads fairly difficult English on general subjects at normal speed with near-native comprehension. May have to use the dictionary occasionally.
- 5 Reads difficult English on general subjects at normal speed with near-native comprehension. Rarely needs to use a dictionary.

Ability to Write English

Grading

- 1 Makes a considerable number of errors within a very limited range of expression, but demonstrates some ability to produce simple sentences so that with very careful reading most of what he writes can be understood.
- 2 Distinctly limited range of expression with many errors. Given very careful reading, he can be almost fully understood within his limitations.
- 3 Is generally able to use complex structures but is more stilted and restricted than the native speaker, and makes some errors. With careful reading almost everything can be fully understood.

- 4 Approaches writing competence of a fully literate native speaker in accuracy, range and clarity of expression but may make very occasional errors. Without any effort on the part of the reader, he is readily understood.
- 5 Approaches writing competence of a fully literate native speaker in accuracy, range and clarity of expression, and rarely, if ever, makes errors. His writing is readily understood, without any effort on the part of the reader.

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(Inclosure No. 2 to MECS Memorandum No. 228, s. 1983)

PERSONAL DATA SHEET

Name _____ Sex _____ Civil Status _____
Address _____ Office/School: _____
Date of Birth _____ Division _____
Place of Birth _____ Region _____

I. Educational Qualifications:

A. Degrees

Degree Received	College/University	Major Field	Year

B. Graduate Courses

Course	College/University	Major Field	Year

II. Civil Service Eligibility:

Name of Examination	Dating	Date and Place of Examination

III. Record of Teaching and Allied Experiences:

Inclusive Dates	Position Held	Division or Office	Total Years Experience	Salary

IV. Honors/Awards Received or Earned

V. Participation in Seminars or Workshops in English:
(Include only those on the national and regional levels)

Name of Workshop Conference/Seminar	Place and Year	Delegate/ Observer	Level

VI. Scholarship, Fellowship, or Travel Grant Previously
enjoyed: (State nature of field, where, and period
of training)

VII. Some Outstanding Evidences of Educational Leadership:
(State positions held or roles performed, where and when;
articles or books written).

VIII. Efficiency Rating for the Last Three Years:

	Group A	Group B

IX. Command of English:
(To be accomplished by the division supervisor of English)

	Excellent	Very Good	Good	Average	Poor
Spoken					
Written					

