



Centre for English Language
Communication

MASTER OF ARTS IN ENGLISH COMMUNICATION TEACHING (MA IN ECT)



ABOUT NUS & CELC

The National University of Singapore (NUS) is Singapore's leading university and a globally recognised institution for higher education and research. NUS offers a wide range of undergraduate and graduate programmes across disciplines such as engineering, computing, business, law, medicine, and the arts and social sciences.

With a strong emphasis on innovation, interdisciplinary learning, and real-world impact, NUS partners with industry and universities worldwide to provide students with rich opportunities for research, entrepreneurship, and international exposure.

The Centre for English Language Communication (CELC) at the National University of Singapore (NUS) plays a key role in developing students' English language and communication competencies. Established in 1979 as the English Language Proficiency Unit (ELPU), it initially focused on supporting undergraduates who required foundational language assistance.

Renamed CELC in 1996, the Centre has since broadened its mission to serve both undergraduate and graduate students—local and international. Today, it offers a wide range of courses, from academic literacy and writing to critical thinking, professional communication, interdisciplinary, embedded and general education, designed for diverse higher education and adult-learning contexts.



WHY A MASTER OF ARTS IN ENGLISH COMMUNICATION TEACHING?

Our MA programme has been thoughtfully designed to equip you with the pedagogical knowledge in course design and English language teaching. By integrating evidence-based approaches, student-centric methodologies, and the latest advancements in educational technology, you will learn to apply the critical thinking skills needed to design effective lessons, foster meaningful engagement, and support diverse learners—preparing you to lead and inspire in the ever-evolving landscape of education in English.

This programme is ideal for those who would like to:



Teach academic, workplace, and discipline-specific content in EMI contexts



Be prepared for the digital and AI-driven future of education



Become a better communicator and leader



Design fair and effective assessments



Explore the field of English communication teaching without a related disciplinary background



Gain practical skills such as effective communication, critical thinking, and problem-solving



Keep up with the fast-changing demands of education



Learn at your own pace and stack credentials as you go



CORE COURSES

▶▶▶ **ES5102 - Evidencing Learning in English Language Teaching (ELT)**

In this course, students will explore various approaches to systematically collect, document, investigate, and reflect on teaching practices with impact on student learning in mind. The course starts with an interrogation of what good teaching practice is in the context of English language teaching (ELT) in an AI age. It then proceeds to discussing methods of inquiry especially in the ELT classrooms at higher education where English is the medium of instruction. It is envisaged that by critically assessing and evidencing learning, students will enhance not just their appreciation for teaching effectiveness but also strengthen their own teaching practices through an evidence-based approach.

▶▶▶ **ES5103 - Principles and Pedagogical Approaches to Course Design**

This course aims to enable students to learn about the principles of course design and explore pedagogical approaches to promote student learning in an academic writing, language, and oral communication course at an institute of higher education. In this 13-week course, students will learn to design a student-centric course with constructive alignment and consider ways to integrate the use of AI in designing tasks, materials, and assessments to meet the intended learning outcomes for a course. The course should progressively scaffold students' academic writing, language, and oral communication skills, and consider how they may adopt effective teaching and feedback strategies to support, guide, and engage students in their learning. Students will also have a chance to conduct a lesson demonstration in this course.

▶▶▶ **ES5104 - English Pedagogic Principles and Strategies**

This course prepares students to teach key aspects of Standard English for communicative purposes. It covers the teaching of sound system, word structure, sentence structure, cohesion, meaning, the organisation of ideas, academic English style, and relevant cultural underpinnings. Special attention is given to language features that affect intelligibility or cause misunderstandings in communication. The course also addresses sociolinguistic issues related to the teaching of Standard English in the context of World Englishes. The course leverages generative AI tools and pedagogical affordances to support the effective teaching and learning of these communicative elements of English.

▶▶▶ **ES5105 - Practicum**

The main objective of the Practicum component is to lay the basis for the classroom teaching that student-teachers will eventually be conducting. In this course, student-teachers will observe the classroom teaching of experienced university instructors and be guided by their assigned mentors through a series of systematic reflection.



ELECTIVE COURSES

▶▶▶ **ES5202 – Multimodality for Teaching and Learning**

With increasing digitalisation and the prevalence of multimedia in many aspects of life, teaching, course design and learning outcomes must consequently be conceptualised as multimodal. This course thus aims to provide students with applicable knowledge and expertise in the use of multimodality for the ELT classroom. We begin with the concept of multiliteracies and its association with multimodality, before moving into the teaching and assessment of multimodality in the ELT classroom, examining selected cases in that area. We then explore ways of applying multimodality to pedagogical practice and course design, enhancing our understanding of how classrooms operate multimodally.

▶▶▶ **ES5203 – Rhetorical Perspectives in Instructional Communication**

This course focuses on rhetorical perspectives in instructional communication and how these perspectives may be applied to teaching English and communication. It adopts the assumption that teaching is a communicative act where instructors use verbal and nonverbal messages to persuade and influence students with the goal of changing or reinforcing their attitudes, values, beliefs and behaviours. As students become familiar with how these perspectives work, they will engage in reflections on their relevance and usefulness, design lessons with these perspectives in mind, and demonstrate how they may be applied in the ELT classroom.

▶▶▶ **ES5204 – AI and Technology in English Language Teaching (ELT)**

In this course, students explore the use of technology, including CALL and AI, for teaching and learning of writing and communication at higher education level. Besides being familiarised with the literature on use of technological innovations for ELT, students learn to implement such tools, design engaging multimedia content for synchronous and asynchronous contexts, and develop strategies for technology/AI-assisted lessons and activities. In addition, students critically trace, document, and assess the effectiveness and impact of the integration of such tools on learning; and learn about their affordances and limitations. In short, students are prepared for the dynamic field of technology/AI-enhanced ELT.

▶▶▶ **ES5205 – Feedback Literacy for English Language Teaching (ELT)**

This course is designed to provide ELT teachers in higher education and other settings an evidence-informed and firm grounding in the theory, design and use of instructional and assessment feedback for teaching and learning. Students will have the opportunity to enhance their understanding of what characterises effective feedback, how to formulate purposeful feedback, given the affordances of AI, and how to facilitate students' active engagement with feedback. Hands-on sessions will be included to explore the use of exemplars, rubrics and peer assessment in promoting dialogic feedback practices.



ELECTIVE COURSES

▶▶▶ **ES5206 – English for Specific and Academic Purposes (ESAP)**

English for Specific Purposes (ESP) and English for Academic Purposes (EAP) are conventionally situated within the literature and contexts of second or foreign language acquisition. They are also often offered as separate courses in graduate programmes. This course aims to integrate both ESP and EAP into a single curriculum, specifically within the context of near-native competency learners and where English is used as the Medium of Instruction (EMI). Topics covered in the course will include needs analysis, curriculum and material design, approaches to assessing learning outcomes, methods for evaluating programme effectiveness, and leveraging AI tools.

▶▶▶ **ES5207 – Assessments for English Language Teaching (ELT)**

This course aims to familiarize students with the fundamental principles of assessment which they apply to English language teaching. This includes the principles of validity, reliability, authenticity, and practicality in assessment design. It covers assessment types, tools, and design frameworks for effective language assessments aligning with learning objectives, course content, and student needs. This course explores assessment validation methods and feedback design that supports students' language learning and development. Students learn to develop effective assessment instruments and practices with the support of AI tools, and integrate them seamlessly into their teaching methodologies, ensuring assessments are purposeful and contribute to student learning outcomes.

▶▶▶ **ES5208 – Independent Research Study I (Only available in semester 2)**

This course offers students the opportunity to independently research into topics relevant to the field of English as a Medium of Instruction or practices related to teaching and learning in general. With support from their supervisors, students will propose and conduct a suitably designed small-scale research study on an approved topic, which includes the collection and analysis of empirical data, that is grounded in scholarly work on EMI or teaching and learning in general. Submissions of a formal research proposal and a research paper of 6000 words are required.

▶▶▶ **ES5209 – Independent Research Study II (Available in semesters 1 & 2)**

This year-long course offers students the opportunity to independently research into topics relevant to the field of English as a Medium of Instruction or practices related to teaching and learning in general. Students, in close consultation with their supervisors, will formulate a research proposal on an approved topic, which may include the collection and analysis of empirical data that is grounded in scholarly work on English as a Medium of Instruction (EMI) or teaching and learning of writing and communication in the EMI context. Submissions of a formal research proposal and a research paper of 10,000 words are required.



ELECTIVE COURSES

Students may also take the following cross-listed elective courses offered by the Department of English, Linguistics and Theatre Studies at the Faculty of Arts & Social Sciences, NUS, to fulfill the programme requirements.

▶▶ ELC5255 Second Language Writing

This course explores current research in second language writing and encompasses the investigation of both processes and products of writing. The course will examine theories in writing (including L1 theories) and the role theories and models plays in second language writing research. The topics addressed will include the cognitive processes in writing, the distribution of processes on writing performance, individual differences in writing (for examples, self-efficacy beliefs, motivation, and strategies), the methodology and tools researchers use to investigate the processes in writing, and the assessment of written texts.

▶▶ ELC5207 Second Language Acquisition & Processing

This course introduces students to psycholinguistic research on second language acquisition and processing. It explores the mechanisms of learning a second language in comparison with those of learning a first language as well as how second language processing is different from first language processing. Students will learn key concepts and psycholinguistic models/theories of second language processing.



PROGRAMME STRUCTURE

Requirements for MA in ECT

Students must complete a total of 40 course units to receive their Master's Degree. They should take either:

- 10 courses of 4 units each OR
- 8 courses of 4 units each + ES5209 Independent Research Study II (8 units)

In January 2027, only the core courses **ES5102**, **ES5103**, and **ES5104** will be offered. The full range of courses will be available from August 2027.

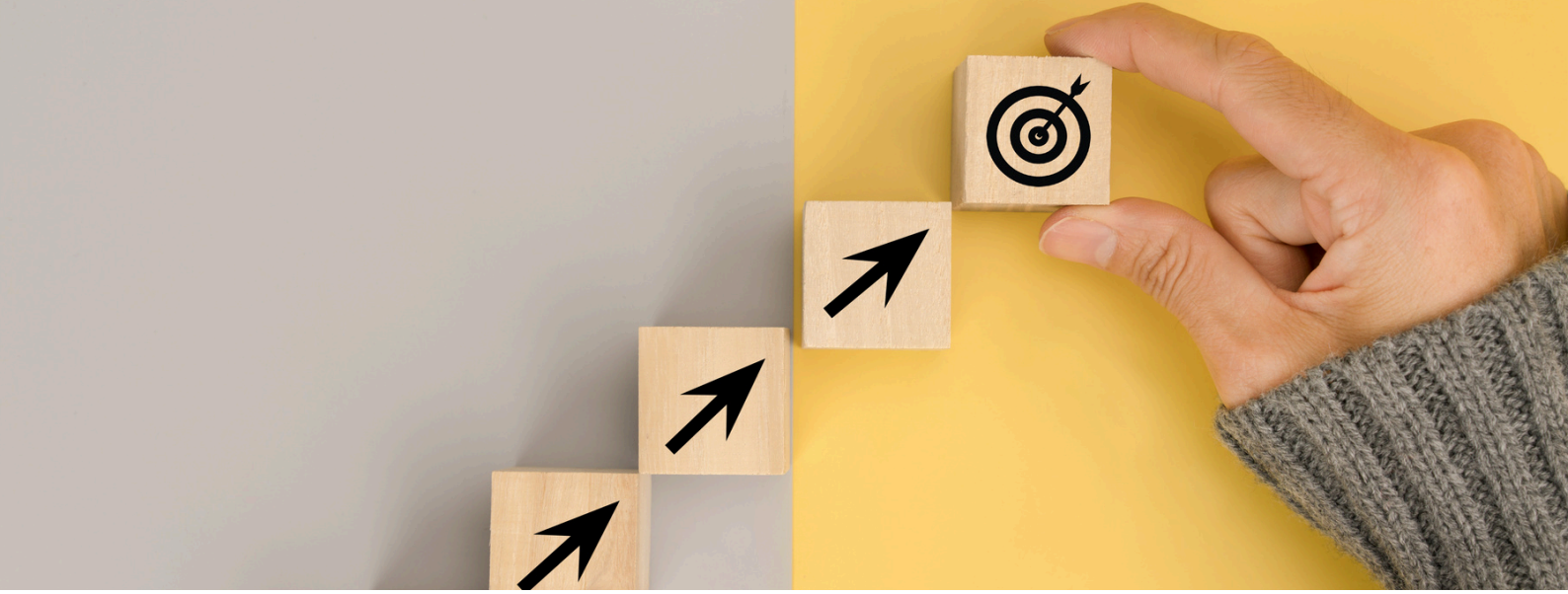
Stackable Pathway

The stackable pathway offers flexible progression to the MA in ECT. Students may start with the Graduate Certificate and stack credits toward the Graduate Diploma and/or Master's or enter at the Graduate Diploma level and progress directly to the Master's.

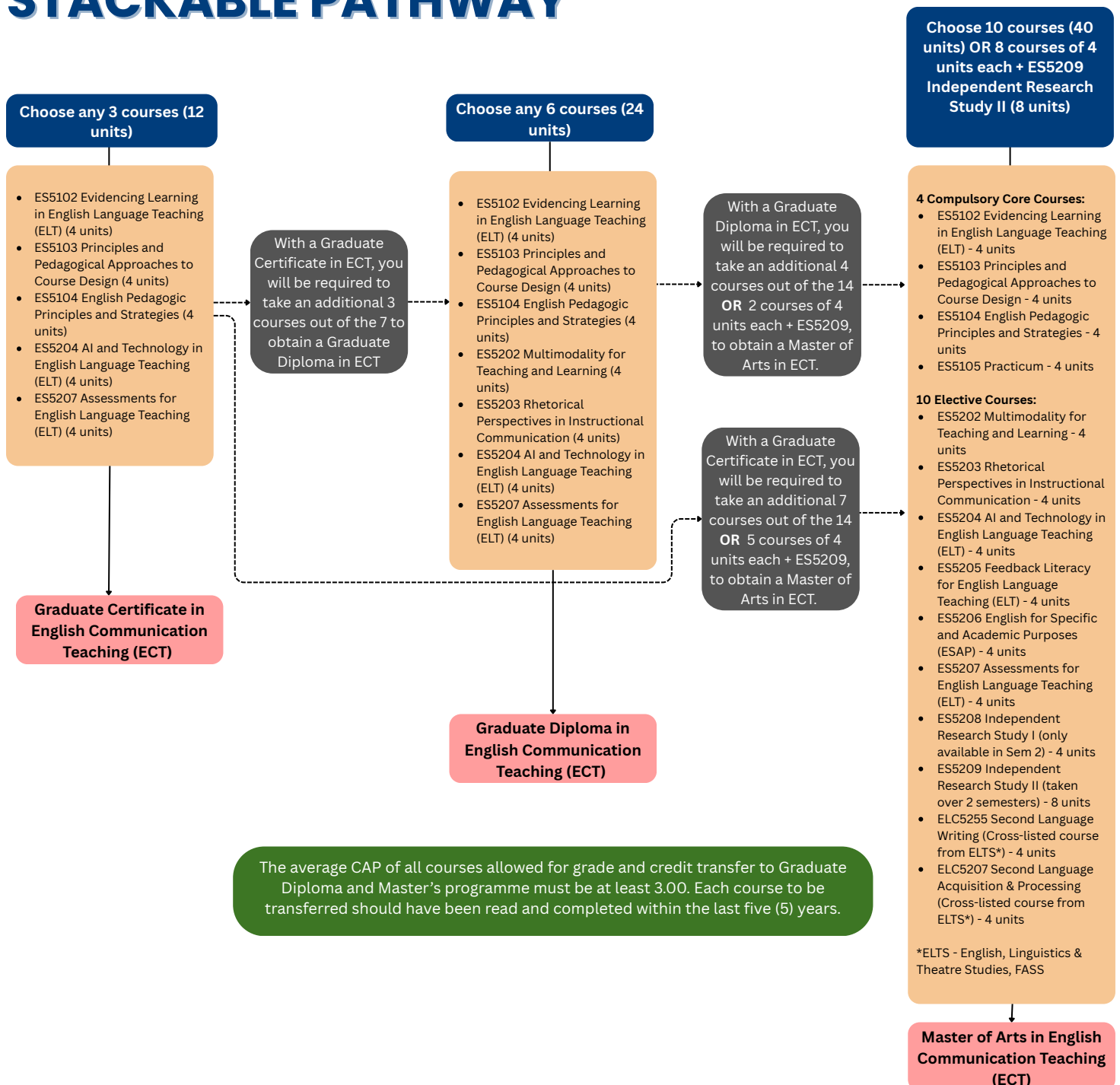
Refer to the diagram on **page 9** to understand the stackable requirements.

For more information on Graduate Certificate in ECT, **[click here](#)**.

For more information on Graduate Diploma in ECT, **[click here](#)**.



STACKABLE PATHWAY





ADMISSION REQUIREMENTS

- A good Bachelor's degree (at least an average grade of B or equivalent);
- A minimum of two years' teaching experience at any level*; and
- A 500-word writing sample (e.g. from the candidate's university coursework).

Candidates who have not studied in a university where the medium of instruction is English must offer proof of English Language proficiency*.

a) IELTS

- Overall (8 and above) and,
- Writing (8 and above) and,
- Reading (8 and above)

b) TOEFL

- Internet-based (114 and above) or
- Paper-based (650 and above)

c) TOEFL iBT Special Home Edition

- Internet-based (114 and above)
- Only TOEFL iBT scores from a single test date are accepted.
MyBest scores are not accepted

*Candidates who do not meet any of the requirements may apply and be assessed on a case-by-case basis.

**Shortlisted candidates will
be interviewed by the
selection committee**



OTHER INFORMATION

Expected Workload

- The expected workload for each 4-unit course is **10 hours per week**
- The workload for the full program is 10 courses of 4 units each or 8 courses of 4 units + ES5209 (8 units)

Flexible Learning Pathways

- Full-time learning: 12 - 24 months
- Part-time learning: 24 - 36 months
- Stackable learning: *Refer to **page 9***

Fees

- The programme fee is **S\$49,050***
- Application fee is **S\$109***
- Singapore Citizens and Singapore Permanent Residents will receive **10% discount**
- NUS Alumni will receive **20% discount**

Please visit our website for more information on the fee structure.

**Inclusive of 9% GST*

Application Period

- January intake: July to September
- August intake: September to January

**Applications will
open soon!**



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[https://www.nus.edu.sg/
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