



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



## PROGRAMME INSTRUCTORS



Dr Chng Huang Hoon is an Associate Professor from the Department of English, Linguistics and Theatre Studies at the National University of Singapore (NUS). She has a PhD in Linguistics from the University of Texas at Austin and a BA (Honours) in Philosophy from NUS. At NUS, she has served as an Associate Provost (Undergraduate Education, 2012–2020) and Director of Teaching and Learning (2008–2012).

She is currently the Director of the Chua Thian Poh Community Leadership Centre (2019–present). Internationally, she has served on the ISSOTL Board of Directors, including on the Presidential team (2019–2022). Her current research interests include SOTL and organisational leadership.



Dr Misty Cook is Deputy Director & Senior Lecturer at the Centre for English Language Communication and Director of Student Life at the College of Alice & Peter Tan (CAPT).

She is also the Chair of the NUS Teaching Academy. She has conducted multiple research projects and published papers on academic literacies, tutor and peer feedback in language education, English across the curriculum, blend learning, and the use of technologies to enhance teaching and learning. Currently, she is leading a center-wide blended learning project at CELC and conducting a number of feedback literacy and AI-related projects on academic writing.



Dr Marissa E is a multimodal discourse analyst whose work explores how people make meaning through language, image, layout, gesture, and other semiotic resources in both socio-cultural and educational contexts. Informed by multimodal social semiotics and multiliteracies, she approaches communication as a social act and teaching as purposeful design—where learning involves the intentional integration of knowledge, identities, and communicative choices.

In this Master's programme, she co-teaches ES5103 Principles and Pedagogical Approaches to Course Design with Dr Misty Cook, supporting students to develop coherent, outcomes-driven curricula and learning experiences, and ES5202 Multimodality for Teaching and Learning, examining how multimodal texts and practices can be integrated into language teaching, learning, and assessment. Marissa has published in leading journals including *Social Semiotics*, *Journal of Language and Politics*, *Critical Discourse Studies*, and the *International Journal of TESOL Studies*. She has received the NUS Residential Colleges' Teaching Excellence Award (Honour Roll) and serves as Lead for Language Assessment at CELC.



Dr Mark Gan serves as Associate Director and academic developer at the Centre for Teaching, Learning and Technology in NUS. He has been involved in a wide variety of initiatives and programmes to enhance professional development of staff within faculties, schools and beyond. A key programme for faculty members is on the development of a Teaching Portfolio for growth and promotion purposes.

With over twenty years of experience as an educator, Mark brings deep scholarly expertise to everything he does. His doctoral research provides new insights in how peer feedback shapes the learning experience and co-authors the highly cited handbook chapter "Instruction Based on Feedback" alongside his supervisor, the world-renowned Professor John Hattie.





## PROGRAMME INSTRUCTORS



A/Prof Lee Kooi Cheng has been Director of [Centre for English Language Communication](#) since July 2021. Her main research interests are in the use of technology in language teaching, learning, and assessments.

Her invited papers and publications range from English language teaching and communication to academic development and living-learning programmes. She is principal investigator and co-investigator of respective grants funded by the university, Ministry of Education, and Temasek Foundation.



Dr. Gene Segarra Navera is Senior Lecturer at CELC and a Fellow at the [Tembusu College](#) in the University Town, National University of Singapore. He has also served as a Deputy Director of CELC since 2021. Gene has over 20 years of experience in university teaching, research, and service. Before coming to Singapore to pursue his doctorate, he taught writing and speech communication courses for eight and half years in UP Los Baños where he won the Outstanding Teacher Award for the Humanities and Social Sciences in 2004.

Gene teaches communication, interdisciplinary seminars, and content-based academic writing courses, while overseeing the design and implementation of the residential college writing courses. He writes in the areas of rhetoric and public address, critical discourse studies, and writing and speech communication pedagogies. Gene offers ES5203 Rhetorical Perspectives in Instructional Communication as an elective for the MA in English Communication Teaching.



Dr Jock Wong is Senior Lecturer at the [Centre for English Language Communication](#), National University of Singapore. He completed his PhD in Linguistics at the Australian National University and has taught at NUS for nearly two decades, receiving multiple teaching awards and being placed on the NUS Annual Teaching Excellence Award Honour Roll.

A linguist and educator, Dr Wong teaches academic English, semantics, pragmatics, and intercultural communication. His research focuses on meaning, communication, and English use in multilingual contexts.

Guided by the Natural Semantic Metalanguage and Minimal English frameworks, his work promotes clarity, inclusivity, and cross-cultural understanding, particularly in English Medium Instruction settings. Dr Wong also serves on the editorial board of the Journal of Intercultural Communication Research and is President of the International TESOL Union.





## PROGRAMME INSTRUCTORS



A/P Wu Siew Mei has taught a range of undergraduate and postgraduate writing and speaking courses closely related to the nature of the English Language and its dominant functions. She has extensive experience in teaching PhD thesis writing at post graduate level and writing in the disciplines at the undergraduate levels. These courses are tightly woven around a robust knowledge of the English language system and how its sub-systems, including the lexico-grammatical, phonological and semantic systems can be harnessed to produce effective spoken and written texts.

She also has expertise in teaching English for various disciplinary and specific purposes – having taught in the context of Melbourne adult migrants who learn English for targeted functions and purposes. Her PhD thesis investigates the effective processes of using English Language to express critical thoughts and opinions in academic writing. Her research interest relates closely to the areas the teaching of academic writing and its effectiveness.



Dr. Brenda Yuen is a Senior Lecturer specialising in educational assessment and language testing. She holds a Doctor of Applied Language Sciences from the Hong Kong Polytechnic University and an MPhil in English and Applied Linguistics from the University of Cambridge as a Chevening Scholar. She also earned an MA in English Language Teaching and a Postgraduate Diploma in Education (English Language).

With extensive teaching experience in Hong Kong and Singapore, Dr. Yuen has contributed to the design, standard setting, and quality assurance of large-scale English placement tests. Her research focuses on rubric design and validation, quality standards in remote digital testing, feedback practices in language assessment, and AI-enabled multimodal presentation assessment and coaching in collaboration with the School of Computing.

A recipient of departmental and university teaching awards, she promotes an evidence-based approach that bridges the gap between assessment theory and classroom practice to empower students as assessment-literate practitioners.



Dr Zhou Ziqian Jan is a philosopher by training and has published papers at the intersection of language and metaphysics. In education and the scholarship of teaching and learning, he has written on widely cited notions such as empathy, student engagement, critical thinking, and charisma. His teaching interests are in ethics and the philosophical aspects of law. Teaching is the most satisfying work he does, and his students, perhaps unbeknownst to them, have taught him more than he has taught them.

He is Singaporean, but with an outsider's eye. He is also a son, a friend, a lover of early Japanese cinema, and is becoming a lifelong reader of Hong Lou Meng—a novel he hopes to discuss with future generations of younger Singaporeans. He received an MA (Philosophy and Politics) from the University of Edinburgh, and an MPhil and PhD in Philosophy from University College London. He coordinates the Practicum course and serves as programme director of the Master's degree in ECT.





## 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.

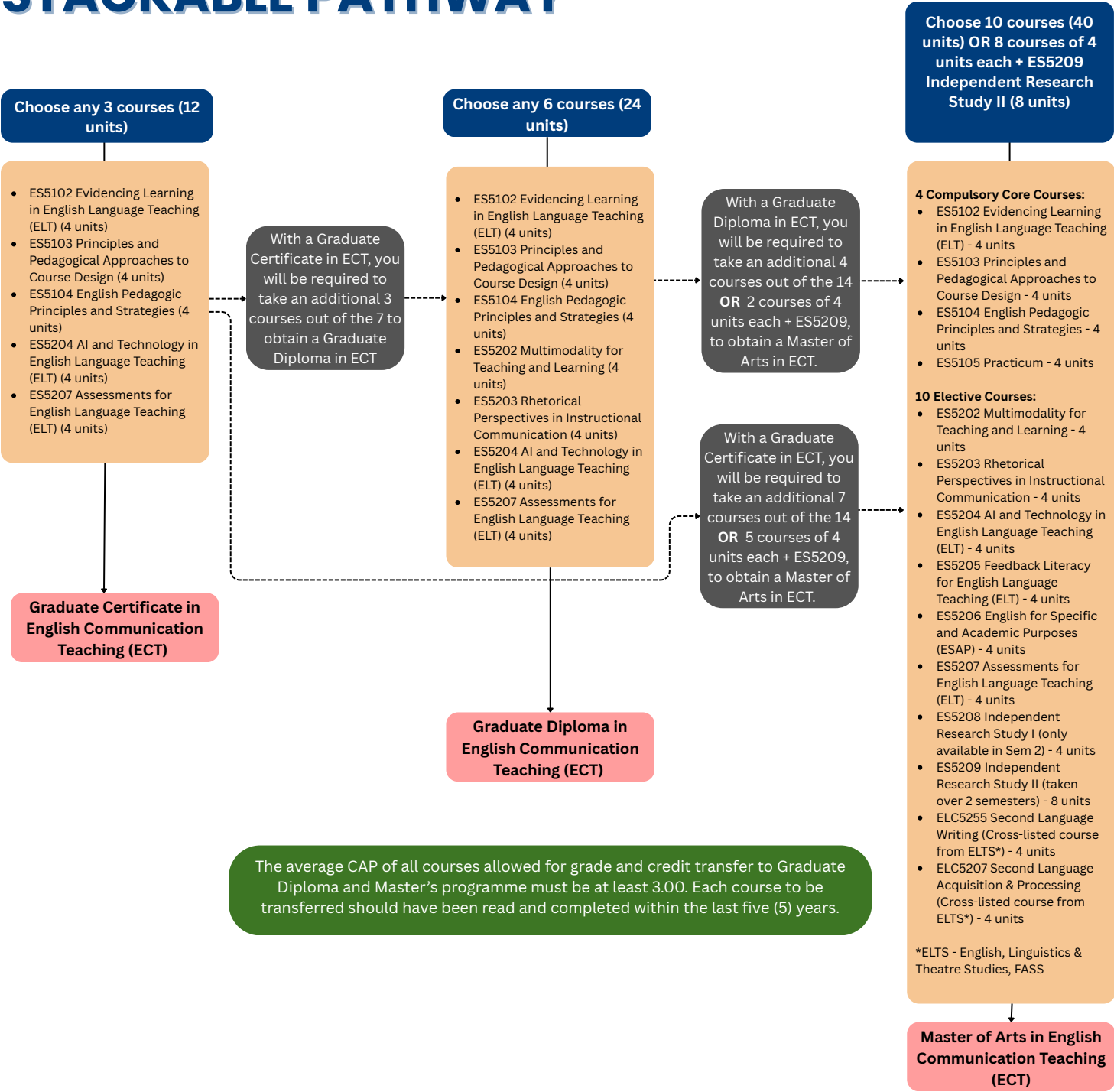
Refer to the diagram on **page 12** to understand the stackable requirements.

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 12***

### 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 November
- August intake: September to April

**Apply now!**





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