

Master of Education (Chinese Language)

Course Code	Course Title	Course Synopses	AU
MED900	Educational Inquiry	This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data. Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.	4
MED902	Integrative Project	This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.	2
MCL901	Language Planning and Language Education	Language planning and language education complement each other. Language planning undergoes a stringent and comprehensive developmental process, providing recommendations to be implemented under language education. Language planning varies in different region in order to meet their respective needs, hence, resulting in the differences in language education. Understanding the relationship between language planning and language education will enable students to analyse, compare and objectively review the local language education.	4

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MCL902	Topics on Chinese Language and Its Teaching	Global developments in the teaching of Chinese require educators working in this area to further their understanding on the latest trends in of the teaching of Chinese as a second language. In addition, Chinese teachers should possess the ability to apply the latest methodologies and theories in the innovation of their pedagogy, on top of having a strong foundation in their knowledge of the Chinese language and its linguistics. This course focuses on the theories and methodologies in the teaching of Chinese as second language. The syllabus includes the teaching of Chinese phonics, characters, lexicon, grammar, rhetoric and other related knowledge. The course consists primarily of project-based learning. Depending on the needs of the class, the course instructor has the flexibility and discretion to plan and customize the teaching materials in order to underscore important learning points and to reinforce difficult concepts.	4
MCL903	The Instructional Use of Children and Young Adults' Literature in Chinese Language Teaching and Learning	As a Chinese language teacher in a primary or secondary school, it is imperative to understand the relationship between children and adults literature and pedagogies. This course will help to enhance the understanding of the applications in children and young adults literature, allowing teachers to hone their teaching pedagogies. This course will examine the instructional use of children and young adults literature in Chinese language teaching and learning.	4
MCL904	Chinese Literature and Culture and Its teaching	As a Chinese literature teacher in a secondary school or junior college, this course is helpful in enhancing understanding the developments in Chinese literature and culture and allowing teachers to hone their teaching pedagogies. This course will examine the historical regularity and characteristics of Chinese literature and culture, and related pedagogical theory and practice based on the development of Chinese literature and culture.	4

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MCL905	Character and Citizenship Education and its Pedagogy in Singapore Primary Schools	Character and Citizenship Education is taught by Mother-Tongue Language teachers in primary schools. Teachers have been equipped with the relevant content knowledge and pedagogies during their pre-service training. The Masters course covers a wider scope and greater depth in the development of Character and Citizenship Education curriculum, and provides continuing professional development for experienced teachers who wish to specialize in this area.	4
MCL906	Chinese Educational Linguistics	Educational Linguistics is one of the major sub-fields of Applied Linguistics. It is an area of study that integrates the research tools of linguistics and other related disciplines of the social sciences in order to investigate holistically the broad range of issues related to language and education. With an in-depth knowledge of the educational linguistics, the teacher is better equipped to plan more effective and meaningful pedagogy. Overseas renowned scholars will be invited to share their forefront ideas, thoughts and experiences which will greatly benefit the students.	4
MCL907	Chinese Language Curriculum Design and Instructional Materials Development	Language curriculum design and the development of instructional materials should cater to the differing learning needs of individuals in different regions. The Chinese language curriculum in Singapore uses a uniform set of syllabus and instructional materials for all students. Hence, during the teaching process, many teachers find that they need to adapt these to suit the varying abilities of their students.	4
MCL908	Teaching of Listening and Speaking of Chinese: From Theory to Practice	Listening and Speaking are two of the key components of Chinese language teaching in the 21st century in many countries. Chinese learners are expected to be able to listen and speak in order to comprehend information presented in the Chinese language. As a result, Chinese language educators must keep abreast with recent developments and research in Chinese language listening and speaking, and be equipped with the ability to teach listening and speaking skills effectively.	4

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MCL909	Teaching of Reading and Writing of Chinese: From Theory to Practice	Reading and Writing forms part of the key components of Chinese language teaching in the 21st century globally. Chinese language learners are expected to be able to read and write in order to comprehend information presented in the Chinese language. As a result, Chinese language educators must keep abreast with recent developments and research in Chinese language reading and writing, and be equipped with the ability to teach reading and writing skills effectively.	4
MCL910	Chinese Language Testing and Assessment	Testing and assessment forms a critical component of language learning and Chinese language curriculum. It is not only closely related to the teachers pedagogy and students learning strategy, but also determines and impacts learning outcomes for both short and long terms.	4
MCL911	Application of Information and Communication Technologies in Teaching and Learning of Chinese Language	Immersing Information and Communication Technologies (ICT) into Chinese Language classroom is not just about employing digital learning materials or references to aid traditional teaching. More in-depth professional development is required to improve teachers design capacity in engendering different forms of teaching enabled or enhanced by ICT, especially communicative approaches, socio-constructivist learning, and extending language learning beyond the classroom. Moreover, in the context of globalisation in the 21st century, the usage of languages in our daily lives and work environments differs from the past centuries. It is crucial to nurture the students new literacies in utilising Chinese Language for effective communication in the cyberspace, particularly in the new media environments. We need to have a closer link to the 21st century teaching and learning with ICT, providing the natural context for the development of the new literacies.	4

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Course Code	Course Title	Course Synopses	AU
MCL912	Chinese-English Translation and Chinese Language Teaching: From Theory to Practice	Being a multilingual nation, Singapore is unique in its language environment, providing a rich linguistic context for students learning the Chinese language. Our youth today are widely exposed to the Chinese and English languages, using them in their translations. These rich materials should be harnessed for formal language learning. This course will help to equip MEd students with the pre-requisite understanding.	4