
Author	Tan Sze Hua
Title	A study on the addition of “Wen Hua Wu” (文化屋) in Singapore Primary Higher Chinese textbooks (欢乐伙伴 小学高级华文) as an instrument for improving primary students’ Chinese language learning experience
Source	Dean’s Commendation for Undergraduate Educational Research Papers: Educational Research AY2016/2017
Institute	National Institute of Education, Nanyang Technological University
Supervisor(s)	Ai Dong, Zhang

Copyright © 2018 National Institute of Education, Nanyang Technological University

This document may be used for private study or research purpose only. This document or any part of it may not be duplicated and/or distributed without permission of the copyright owner.

The Singapore Copyright Act applies to the use of this document.

Citation: Tan, S. H. (2018). *A study on the addition of “Wen Hua Wu” (文化屋) in Singapore Primary Higher Chinese textbooks (欢乐伙伴 小学高级华文) as an instrument for improving primary students’ Chinese language learning experience*. Unpublished manuscript, National Institute of Education, Nanyang Technological University, Singapore.

A Study on the Addition of “Wen Hua Wu” (“Culture Hub” 文化屋) in Singapore Primary Higher Chinese Textbooks (欢乐伙伴 小学高级华文) as an Instrument for Improving Primary Students’ Chinese Language Learning Experience.

Tan Sze Hua

National Institute of Education

Dr Zhang Ai Dong

Abstract

The prominent use of Literature in the school curriculum, across different countries, indicates the necessity of integrating Literature in the language classroom. With more curricula incorporating Literature into language learning, the 2015 syllabus of Singapore Primary Higher Chinese Textbooks are revised to include more Classical Chinese Literature works through “Wen Hua Wu”. The addition of “Wen Hua Wu” and encouraging Singapore Primary students to immerse in the comprehension of Classical Chinese Literature works, are inevitable trends stemming from Singapore’s Bilingual policy; as the Chinese language education in Singapore is expected to serve as the medium for transmitting Chinese cultural values.

The aim of this study is to analyse how Classical Chinese Literature works are used in the latest version of Singapore Primary Higher Chinese Textbooks, as well as to put forth the author’s stand in presuming that the literature works in “Wen Hua Wu” are closely aligned with the educational goals and curriculum of Singapore Primary Chinese education. In this study, presuming that the literature works in “Wen Hua Wu” are closely aligned with the educational goals and curriculum of Singapore Primary Chinese education, the addition of “Wen Hua Wu” would therefore engage students in their Chinese Language learning; by allowing them to see the relevancy in incorporating ideas of Classical Chinese Literature works into their daily living activities. The numerous ways of presenting the Classical Chinese Literature works in “Wen Hua Wu” would also increase students’ interest for learning Chinese, as the former caters to the different learning styles of students. The consistent exposure to Classical Chinese Literature works through “Wen Hua Wu” eventually reinforces cultural roots in Chinese students and gives them the sense of belonging in a multi-racial society (Singapore).

This study analysed and highlighted the rationale for the syllabus change in 2007 to 2015, as well as reviewed the 2015 syllabus of Singapore Primary Higher Chinese Textbooks and the addition of “Wen Hua Wu” especially. The author’s purposeful attempt on studying the classical works in “Wen Hua Wu” and thereafter proposing suggestions for the better utilisation of the 2015 syllabus, could either offer The Chinese Language Curriculum and Pedagogy Review Committee, the author’s outlook on the next syllabus change; or present to Chinese teachers, who are working hard to improve the quality of Chinese Language teaching, concise ideas on conducting lessons with “Wen Hua Wu”, so as to enrich and ensure students’ learning. Investigating the effectiveness of using literature to improve Chinese education in Singapore, is however, beyond the scope of this paper.

1. Introduction

Teaching materials are constantly developed, with many types of materials being explored and used to achieve high proficiency in a target language. The proliferation of teaching materials suggest that the choice selection should take on a form where the outcomes are positive for teachers and learners rather than restrictive (Renandya & Richards, 2002). Among these language materials lies one controversial source: Literature.

Even though the effectiveness of using literature for learning is contentious and has been debated, using literature to teach language remains common in many countries. This is especially true in the Chinese Education scene. In China, “Classical Chinese Literature is an indispensable part of the textbooks of the first nine years of compulsory education” (Wang, 2013). Classical works such as ancient poems and short fables are included in the textbooks, where the percentage of classical works increases significantly within the stipulated time. A similar trend is observed in the newly revised 2015 syllabus of Singapore Primary Higher Chinese Textbooks. With the addition of “Wen Hua Wu”, primary school students who are studying Higher Chinese, are now exposed to the reading of classical works from a tender age.

This study aims to analyse how Classical Chinese Literature works are used in the latest version of Singapore Primary Higher Chinese Textbooks, as well as to put forth the author's stand in presuming that the literature works in "Wen Hua Wu" are closely aligned with the educational goals and curriculum of Singapore Primary Chinese education. Investigating the effectiveness of using literature to improve Chinese education in Singapore, is however, beyond this paper. The first part of this paper gives a brief introduction of the context where the Chinese language textbooks were revised, by cross-referencing with Corpus of Primary Chinese Textbooks in Singapore, to investigate linguistic phenomena in the primary school Chinese teaching materials in Singapore; and is followed by a discussion and critical review on the rationale and difficulty level for the selected classical works in "Wen Hua Wu", with reference to the "Chinese Language Curriculum Structure" and "Desired Outcomes of Education" (Ministry of Education, Singapore). The last part of this paper proposes possible interventions for school-based curriculum (校本), to leverage subtle shortcomings which may be present in the newly revised Singapore Primary Chinese Textbooks.

2. Literature Review

The use of literature in language classrooms has been extensively discussed. Many linguists and educators believe it is beneficial to integrate literature with language teaching because it promotes learning about culture, society, history and other aspects of the target language. As Chen (2006) explains, "reading classics not only helps students appreciate the profundities of ancient Chinese culture and will also lay a good foundation for those who have interest in and potential talent for the study of classical Chinese." In particular, McCloskey and Stack (1996) believe that "literature has outstanding language value, as literature can promote language acquisition and contributes to learners' motivation, imagination and interaction with peers."

Lü (2013) hypothesized that the extensive coverage of Classical Chinese Literature works, such as "classic prose, essays, historical records and poetry dating back to the Han, Tang and Song dynasties" in the China Primary Chinese Textbooks, embody China's national consciousness, and the passing on of Chinese traditional culture. He further compared Malaysia Primary Chinese Textbooks with that of China's and concluded that the latter allows for young students to enjoy the aesthetics of language, literature and life by having its contents presented in a more simpler and livelier way.

On the ground, evaluation of Singapore Primary Chinese Textbooks had also been carried out. Wang (2011) highlighted, through her finding, that the truly authentic texts in the 2007 syllabus of Singapore Primary Chinese Textbooks were highly limited; yet the learning tasks in the textbooks sought for responses pertaining to real-world contexts, which further increased the burden of learning on the students. The addition of "Wen Hua Wu", in the 2015 syllabus, and its effects on students' learning experience were however left undiscussed.

While some argue that children have a poor understanding of the classics and their mechanical memorizing has no substantial effect in absorbing the essence of classics (Chen, 2006); this argument is not transferrable to the Chinese education of Singapore context. This is because, firstly, classical works in "Wen Hua Wu" are selected in accordance with students' comprehension skills. They are relatively short, easy to read and understand. Secondly, the classical works are non-examinable, hence are serve as additional teaching material to lay a solid foundation for Chinese education in Singapore.

In this view, this paper aims to demonstrate the integration of Classical Chinese Literature through "Wen Hua Wu" for supporting students' learning.

3. Methodology

3.1. Purpose

The purpose of this study is to add to the body of knowledge and helps in providing data on the integration of "Wen Hua Wu", in newly revised Singapore Primary Higher Chinese Textbooks, as an instrument to better support students' learning. The two research questions that are to be investigated are:

- i. How are the classical works in "Wen Hua Wu" for Primary 2 & Primary 3 Higher Chinese Textbooks being selected to facilitate students' learning?
- ii. The extent to which the classical works in "Wen Hua Wu" for Primary 2 & Primary 3 Higher Chinese Textbooks are aligned with the "Desired Outcomes of Education" (Ministry of Education, Singapore).

3.2. Procedure

This research relies on cross-referencing with actual documentations released by Ministry of Education, Singapore, such as "2015 Chinese Language Curriculum Structure", "21st Century Competencies" and "Desired

Outcomes of Education”; to procure relevant educational objectives as evidence to support author’s personal statements.

4. Discussion

4.1. Revised Singapore Primary Chinese Textbooks from 2007 syllabus to 2015 syllabus

The newly revised Singapore Primary Chinese Textbooks (欢乐伙伴) serves to meet the growing population of Chinese students in Singapore whose language most frequently spoken at home is English. It was the reverse when the 2007 syllabus of Singapore Primary Chinese Textbooks (小学华文) was used for teaching the Chinese Language. Therefore, the coverage of themes for the units in both syllabi vary, with the 2015 syllabus of Singapore Primary Chinese Textbooks (欢乐伙伴) emphasizing more on lesson units that are relatable to students’ living experiences so that the language learned from the textbooks are relevant for daily communication and would effectively make up for the loss in having family environment as a language acquisition environment for Chinese Language (Report of the Chinese Language Curriculum and Pedagogy Review Committee, 2010).

Chart 1

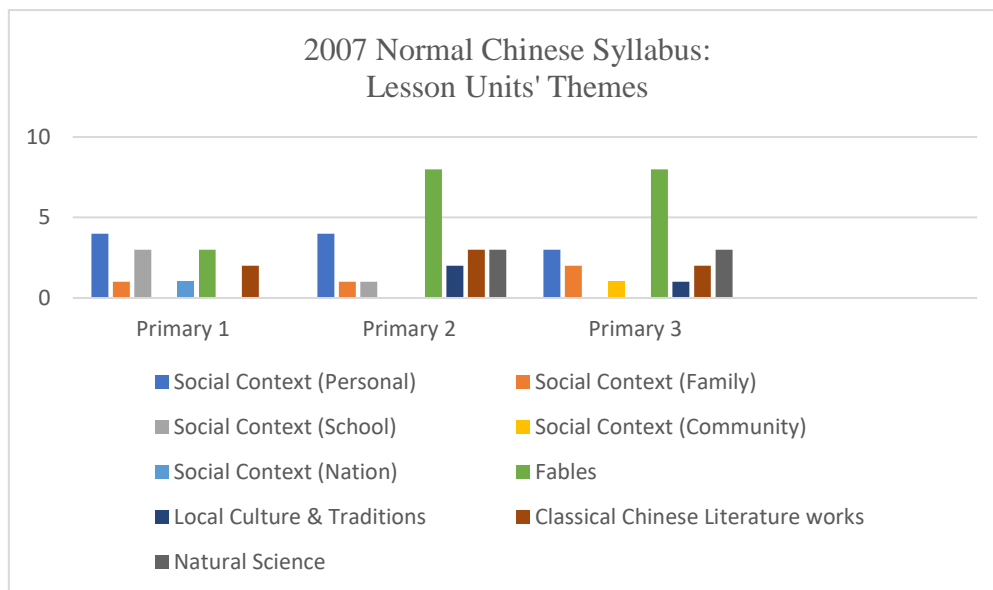


Chart 2

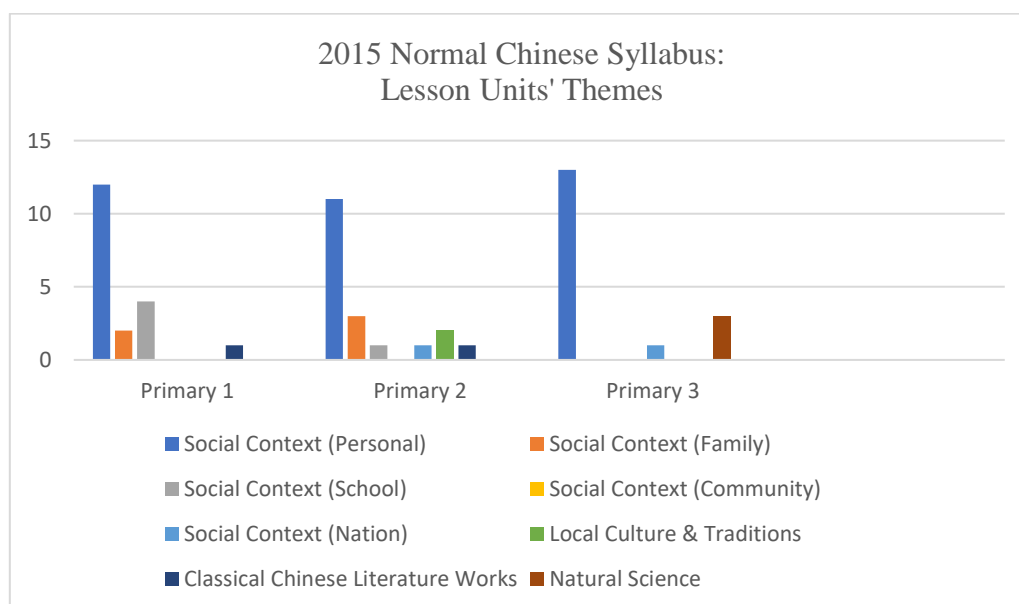


Chart 1 shows that there were a wide inclusion of Fables and Classical Chinese works in the 2007 Normal Chinese Syllabus for Primary 1 to Primary 3 students. Those themes are however included sparingly in the

newly revised 2015 Normal Chinese Syllabus (shown in Chart 2) as the Chinese literacy fluency of students taking the “Normal Chinese” may not be enough to understand such themes, especially so for the understanding of Classical Chinese Literature works. Raising cultural awareness through the reading of Classical Chinese Literature works is less emphasized in the 2015 Normal Chinese Syllabus as the need to raise students’ Chinese language skills has become to be of higher relevance.



The ratio of notional words (实词) to functional words (虚词) in the 2007 Normal Chinese Syllabus is 95:5, and that ratio altered slightly to that of 90:10 in the newly revised 2015 Normal Chinese Syllabus. This shows that even though the coverage of themes in both syllabi differs, teaching notional words to students, remains an important essence in grasping the complexities of the Chinese Language as the notional words taught in every lesson unit are high-frequency words extracted from the *Chinese corpus* constructed by Singapore Centre for *Chinese Language* (新加坡华文教研中心语料库的常用字表), with its sources dated from Singapore newspapers, magazines and children’s books. Therefore, both syllabi are in unison in identifying notional words as an effective way for students’ vocabulary building and for them to have greater comprehension.

The shift from L1 to L2 Chinese language learners propagates the need to revise Singapore Primary Chinese Textbooks, hence, Classical Chinese Literature works which could be previously found in the Normal Chinese Syllabus are now mainly embodied in “Wen Hua Wu” and cater only for students taking Higher Chinese.

The rationale for the selected classical works in “Wen Hua Wu” to improve students’ Chinese language learning experience and the extent to which the classical works are aligned with the “Desired Outcomes of Education” (Ministry of Education, Singapore), where the latter emphasises on character building and cultural awareness in primary students; will be elaborately discussed in the next section.

4.2. Review of Classical Chinese Literature Works in “Wen Hua Wu”

4.2.1. The effects of “Wen Hua Wu” on students’ Chinese language learning experience

Table 3 Primary 2 Higher Chinese Syllabus

Lesson Unit	Lesson Unit Theme	Wen Hua Wu Content	Type of Classical Chinese Literature Works
P2A 01	我的衣服小了 Social Context (Personal)	《郑人买履》 “Zheng buys shoes”	Ancient Chinese Fable
P2A 03	客人来了 Social Context (Personal)	猜谜语	Chinese Riddle
P2A 04	我是艺术家 Social Context (Personal)	“画蛇添足” “Gild the lily”	Chinese Idiom
P2A 05	今天是学校开放日 Social Context (School)	《寻隐者不遇》贾岛 (唐) “Visiting the Absent Hermit” Jia Dao (Tang dynasty)	Classic Chinese Poetry

P2A 06	你怎么上学 Social Context (Personal)	“车”字的演变 (说文解字)	Analysis of Chinese Character
P2A 07	在咖啡店吃早餐 Social Context (Community)	“人在草木中”	Chinese Riddle
P2A 09	今天是晴天 Natural Science	《春晓》孟浩然 (唐) “Spring Dawn” Meng Hao Ran (Tang dynasty)	Classic Chinese Poetry
P2B 11	你玩过这个游戏吗 Social Context (Personal)	猜谜语	Chinese Riddle
P2B 13	你想养什么宠物 Social Context (Personal)	十二生肖的来历 “The Chinese Zodiac Story”	Ancient Chinese Fable
P2B 14	我和小乐和好了 Social Context (Personal)	有趣的汉字 (说文解字)	Analysis of Chinese Character
P2B 15	这些我都爱吃 Social Context (Personal)	《悯农》李绅 (唐) “Sympathy for Peasants” Li Shen (Tang dynasty)	Classic Chinese Poetry
P2B 17	夜市真热闹 Local Culture & Traditions	《一去二三里》邵康节 (宋) “On the way out for two or three miles” Shao Kang Jie (Song dynasty)	Classic Chinese Poetry
P2B 19	我们的生活少不了水 Social Context (Community)	《大禹治水》 “Emperor Yu tames the flood”	Ancient Chinese Fable

Table 4 Primary 3 Higher Chinese Syllabus

Lesson Unit	Lesson Unit Theme	Wen Hua Wu Content	Type of Classical Chinese Literature Works
P3A 01	美丽的愿望 Social Context (Personal)	“铁棒磨成针” “Grinding an iron pestle into a needle”	Chinese Idiom
P3A 02	我的朋友和家人 Social Context (Community)	姓氏歌 《百家姓》	Chinese Classic
P3A 03	我的好伙伴 Social Context (Personal)	猜谜语	Chinese Riddle
P3A 04	奇妙的变化 Natural Science	“拔苗助长” “Spoil things by undue haste”	Chinese Idiom
P3A 05	难忘的一天 Social Context (Personal)	“三更半夜”的来历 “In the dead of night”	Chinese Idiom
P3A 06	是我不好 Social Context (School)	《赠汪伦》李白 (唐) “Dedicated to Wang Lun” Li Bai (Tang dynasty)	Classic Chinese Poetry
P3A 08	我真能干 Social Context (Personal)	《鲁班的故事》 “Story of Lu Ban”	Ancient Chinese Fable
P3A 09	我有办法 Social Context (Personal)	《司马光砸缸》 “Si Ma Guang smashed the vat”	Ancient Chinese Fable
P3B 10	我住的地方真干净 Social Context (Personal)	猜谜语	Chinese Riddle
P3B 13	动物世界 Natural Science	《咏鹅》骆宾王 (唐) “Ode to the Geese” Luo Bin Wang (Tang dynasty)	Classic Chinese Poetry

P3B 14	奇妙的动物 Natural Science	“井底之蛙” “Frog in the well”	Chinese Idiom
P3B 15	华文真有趣 Social Context (Personal)	“家”字的点 (说文解字)	Analysis of Chinese Character
P3B 16	学习要认真 Social Context (Personal)	《书法家王献之》 “Calligrapher Wang Xian Zhi”	Ancient Chinese Fable
P3B 17	好孩子 Social Context (Personal)	“路不拾遗” “No one picks up lost articles in the street”	Chinese Idiom

As shown in Table 3 and Table 4, there is a clear trend indicating that the classical works in “Wen Hua Wu” are repetition of the content knowledge that were being taught in class and hence resonate strongly with the theme of each lesson unit. Students consequently activate their prior knowledge to comprehend the classical works. In line with Piaget’s theory on Constructivism, the addition of “Wen Hua Wu” in the 2015 Higher Chinese syllabus, therefore hold great significance as it engages students in their Chinese language learning, by giving them the room for actively constructing new knowledge from their prior knowledge.

Furthermore, the classical works in “Wen Hua Wu” have been tailored to meet students’ learning needs. Lengthy ancient Chinese fables and Chinese idioms are presented in the form of comic strip; classic Chinese poetries are relatively short (五言绝句或七言绝句) and picture-aided for easier understanding. The expressions learned from the classical works, could improve students’ literacy skills.

The classical works in “Wen Hua Wu” are also selected based on the requirements laid out in the 2015 Chinese Language Curriculum Structure. On one hand, the ancient Chinese fables and Chinese idioms included in “Wen Hua Wu” instil moral values in students through equipping them with some knowledge of Chinese historical figures and their legacy; students thereafter see the relevance in learning and use such learned traits as a yardstick for deciding right and wrong in life. On the other hand, the Chinese riddles and analysis of Chinese characters are creative exercises, subtle in language learning, which stretch students’ thinking.

4.2.2. “Wen Hua Wu” - Personal attributes valued by “Desired Outcomes of Education”

The “Desired Outcomes of Education” emphasises on character building and cultural awareness in primary students. Such educational outcomes could be achieved through exposing students to Classical Chinese Literature works.

“Wen Hua Wu” is hence a good identifier for the “Key Stage Outcomes of Primary Education” stated in the “Desired Outcomes of Education”.

Table 5 “Wen Hua Wu” as an identifier for educational outcomes

Wen Hua Wu Content	Proposed educational outcomes at the end of Primary education
Chinese idioms and fables such as “画蛇添足”, “路不拾遗”, “拔苗助长”, 《郑人买履》……	Students to be able to distinguish right from wrong.
Chinese idioms and fables such as “铁棒磨成针”, 《大禹治水》, 《书法家王献之》……	Students to know that they have their own strengths and areas for growth.
Chinese fables such as 《司马光砸缸》……	Students are aware they should cooperate, share and care for others.
Chinese idioms and fables such as “井底之蛙”, 《鲁班的故事》……	Students to have a lively curiosity about things.
Consistent reading of the classic Chinese poetries in “Wen Hua Wu” would cultivate a sense of appreciation towards (writing) poetry among students.	Students to have healthy habits and an awareness of the arts.

At the end of the Primary Chinese Education, all the classical works in “Wen Hua Wu” should have, by and large, developed students’ cultural awareness; and all the short stories on local culture and traditions would have students become concerned citizens who are rooted to Singapore.

5. Recommendation: School-based Curriculum (校本)

This paper has demonstrated that the classical works in “Wen Hua Wu” could be easily utilised by students for their Chinese language learning. With reference to 2015 Chinese Language Curriculum Structure, every MOE (Ministry of Education) school should also have its own School-based Curriculum (校本) to maximise students’ Chinese language learning potentials. Chinese language teachers, teaching in MOE schools, are therefore advised to retrieve additional teaching materials from external sources (for example, School-based Curriculum) when the text in the “Wen Hua Wu” is not of a Classical Chinese Literature work.

The following table suggests how a School-based Curriculum could be designed to further support students’ Chinese language learning.

Table 6 Suggested School-based Curriculum for Primary 2 Higher Chinese Syllabus

Lesson Unit	Lesson Unit Theme	Wen Hua Wu Content	Recommendation for School-based Curriculum
P2A 01	我的衣服小了 Social Context (Personal)	《郑人买履》 Ancient Chinese Fable	-
P2A 02	新年到了 Local Culture & Traditions	新年习俗知多少	1. “年”的传说 Ancient Chinese Fable (in the form of a comic strip)
P2A 03	客人来了 Social Context (Personal)	猜谜语 Chinese Riddle	-
P2A 04	我是艺术家 Social Context (Personal)	“画蛇添足” Chinese Idiom	-
P2A 05	今天是学校开放日 Social Context (School)	《寻隐者不遇》 贾岛 (唐) Classic Chinese Poetry	-
P2A 06	你怎么上学 Social Context (Personal)	“车”字的演变 Analytical of Chinese Character	-
P2A 07	在咖啡店吃早餐 Social Context (Community)	“人在草木中” Chinese Riddle	-
P2A 08	感谢我周围的人 Social Context (Community)	他们是做什么的 后头巾、人力车夫、写 信人、说书人 List of occupations in the past	1. 《游子吟》孟郊 (唐) Classic Chinese Poetry (五言小律) 2. “一饭千金” Chinese Idiom (in the form of a comic strip)
P2A 09	今天是晴天 Natural Science	《春晓》孟浩然 (唐) Classic Chinese Poetry	-
P2B 10	小侦探 Natural Science	《六姐妹》(当代儿童 诗) Children’s Poetry	1. “山重水复疑无路，柳 暗花明又一村。” Chinese Idiom (in the form of a comic strip)
P2B 11	你玩过这个游戏吗 Social Context (Personal)	猜谜语 Chinese Riddle	-
P2B 12	过生日 Social Context (Personal)	庆祝生日的方式 Ways of celebrating birthday	1. “福如东海，寿比南 山。”

			Chinese Idiom (in the form of a comic strip)
P2B 13	你想养什么宠物 Social Context (Personal)	十二生肖的来历 Ancient Chinese Fable	-
P2B 14	我和小乐和好了 Social Context (Personal)	有趣的汉字 Analytical of Chinese Character	1. 《七步诗》曹植 (三国时期) Classic Chinese Poetry (in the form of a comic strip)
P2B 15	这些我都爱吃 Social Context (Personal)	《悯农》李绅 (唐) Classic Chinese Poetry	-
P2B 16	飞进书的世界 Social Context (Personal)	不同的书的名称 List of book genres	1. “书中自有黄金屋” Chinese Idiom (in the form of a comic strip) 2. 《从百草园到三味书屋》鲁迅
P2B 17	夜市真热闹 Local Culture & Traditions	《一去二三里》邵康节 (宋) Classic Chinese Poetry	-
P2B 18	新加坡真好玩 Local Culture & Traditions	驳船的眼睛 Chinese Fable	-
P2B 19	我们的生活少不了水 Social Context (Community)	《大禹治水》 Ancient Chinese Fable	-

Table 7 Suggested School-based Curriculum for Primary 3 Higher Chinese Syllabus

Lesson Unit	Lesson Unit Theme	Wen Hua Wu Content	Recommendation for School-based Curriculum
P3A 01	美丽的愿望 Social Context (Personal)	“铁棒磨成针” Chinese Idiom	-
P3A 02	我的朋友和家人 Social Context (Community)	姓氏歌 Chinese Classic (儿童启蒙读物)	-
P3A 03	我的好伙伴 Social Context (Personal)	猜谜语 Chinese Riddle	-
P3A 04	奇妙的变化 Natural Science	“拔苗助长” Chinese Idiom	-
P3A 05	难忘的一天 Social Context (Personal)	“三更半夜”的来历 Chinese Idiom	-
P3A 06	是我不好 Social Context (School)	《赠汪伦》李白 (唐) Classic Chinese Poetry	-
P3A 07	留张便条 Social Context (Personal)	《那时候，我们住在甘榜》 Chinese Fable	1. 《中秋起义》(月饼馅里藏纸条) Ancient Chinese Fable (in the form of a comic strip)
P3A 08	我真能干	《鲁班的故事》 Ancient Chinese Fable	-

	Social Context (Personal)		
P3A 09	我有办法 Social Context (Personal)	《司马光砸缸》 Ancient Chinese Fable	-
P3B 10	我住的地方真干净 Social Context (Personal)	猜谜语 Chinese Riddle	1. “各人自扫门前雪，莫管他家瓦上霜。” Chinese Idiom (in the form of a comic strip)
P3B 11	环保小天使 Social Context (Personal)	清理新加坡河运动	-
P3B 12	我爱新加坡 Social Context (Nation)	新加坡的食物和节日 Local Culture & Traditions	1. “尽忠报国” (岳母刺字) Chinese Idiom (in the form of a comic strip)
P3B 13	动物世界 Natural Science	《咏鹅》骆宾王 (唐) Classic Chinese Poetry	-
P3B 14	奇妙的动物 Natural Science	“井底之蛙” Chinese Idiom	-
P3B 15	华文真有趣 Social Context (Personal)	“家”字的点 Analytical of Chinese Character	1. 《头悬梁，锥刺股》 Ancient Chinese Fable (in the form of a comic strip)
P3B 16	学习要认真 Social Context (Personal)	《书法家王献之》 Ancient Chinese Fable	-
P3B 17	好孩子 Social Context (Personal)	“路不拾遗” Chinese Idiom	-

6. Conclusion

This study examines how Classical Chinese Literature works are used in the latest version of Singapore Primary Higher Chinese Textbooks and presents the author's efforts in explaining the rationale behind the change in syllabus.

Presuming that the literature works in “Wen Hua Wu” are closely aligned with the educational goals and curriculum of Singapore Primary Chinese education, the addition of “Wen Hua Wu” would therefore engage students in their Chinese Language learning as they then see the relevancy in incorporating ideas of Classical Chinese Literature works into their daily living activities. The myriad ways of presenting the Classical Chinese Literature works in “Wen Hua Wu” would also increase students' interest for learning Chinese, as the former cater to the different learning styles of students. The consistent exposure to Classical Chinese Literature works through “Wen Hua Wu” eventually reinforces cultural roots in Chinese students and gives them the sense of belonging in a multi-racial society (Singapore).

This study analysed and highlighted the rationale for the syllabus change in 2007 to 2015, as well as reviewed the 2015 syllabus of Singapore Primary Higher Chinese Textbooks and the addition of “Wen Hua Wu” especially.

The author's purposeful attempt on studying the classical works in “Wen Hua Wu” and thereafter proposing suggestions for the better utilisation of the 2015 syllabus of Singapore Primary Higher Chinese Textbooks, could either offer - The Chinese Language Curriculum and Pedagogy Review Committee, the author's outlook on the next syllabus change; or present to Chinese teachers, who are working hard to improve the quality of Chinese Language teaching, concise ideas on conducting lessons with “Wen Hua Wu”, so as to enrich and ensure students' learning.

One limitation of this study is the fact that it has not included the responses of Chinese teachers and students who are using the newly revised Singapore Primary Higher Chinese Textbooks, and hence could not answer for the effectiveness of using literature to improve Chinese education in Singapore. However, this paper can be used as a basis for investigating that effectiveness, by having researchers craft surveys and listing down questions which elicit responses from for teachers and students. For example, by referring to this paper, questions suggested below could be asked; to check for students' perceptions on the effectiveness of reading and learning the Classical Chinese Literature works in "Wen Hua Wu" towards their own learning.

- 1) Does "Wen Hua Wu" help you understand better about the content learnt in each lesson unit?
- 2) How do you feel when your Chinese teacher conducts learning activities based on the content of "Wen Hua Wu"?
- 3) Do you see yourself remembering and using the expressions learnt in "Wen Hua Wu" to express yourself in your daily social interaction?
- 4) Does the learning in "Wen Hua Wu" reminds you of your CCE (Character & Citizenship Education) lessons? If yes, do you think "Wen Hua Wu" is a good substitute for CCE lessons instead?

As Chinese teachers in Singapore struggle to engage L2 students with traditional teaching methods in present day, "Wen Hua Wu", which consists of many Classical Chinese Literature works and hence put forth varied classroom activities, might provide the alternative.