

ENGLISH LANGUAGE

SYLLABUS

Secondary

G2 and G3

Implementation starting with
2020 Secondary One Cohort



MINISTRY OF EDUCATION
SINGAPORE

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SECTION 1

INTRODUCTION:

21ST CENTURY COMPETENCIES

Changing Context of Language Use
Desired Outcomes for 21st Century EL Learners in Singapore
Specific Aims of *EL Syllabus 2020*
Drawing on the Singapore Teaching Practice to Develop 21st Century EL Learners

1. INTRODUCTION: 21ST CENTURY COMPETENCIES

The English Language Syllabus 2020 for Secondary (G2 and G3) builds on the progression of language skills, learner strategies and knowledge about language as set out in the English Language Syllabus 2020 for the Primary level. The syllabus aims to advance students' language learning to strengthen self-regulation and to bring interaction, oracy and productive skills to a more sophisticated level; develop close, critical, extensive and wide listening, reading and viewing skills to process longer, more complex texts; and develop an informed personal and critical response in speaking, writing and representing.

Changing Context of Language Use

The context of language use in Singapore is influenced by many factors, both local and global. At home, English remains as the common language and the *lingua franca* of the Internet, of science and technology, and of world trade. Today, many changing socio-economic factors make proficiency in English and the development of 21st century competencies even more necessary for our students. With the generational shift in home language, learning English in the classroom occurs in a linguistically diverse context.¹

Globally, the increasingly competitive international environment calls for an even greater need for linguistic and communicative competence, adaptability and flexibility. Economic and employment trends are also changing the way English is used.² In recent years, the rapid development in information technology has shaped our understanding of literacy³ and linguistic skills in English to include multiliteracies.⁴

¹ Kubota & McKay (2009).

² Committee on the Future Economy (CFE) Report, 10 February 2017; Bakhshi, Downing, Osborne & Schneider (2017).

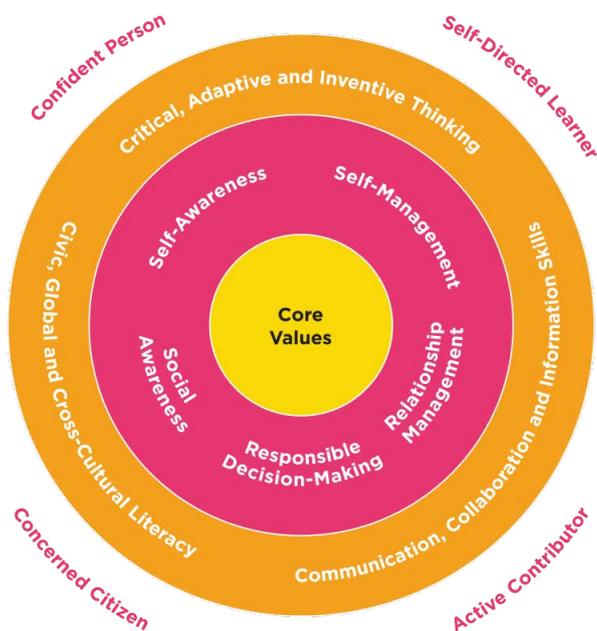
³ UNESCO (2005).

⁴ New London Group (1996); Anstey & Bull (2006); Chia & Chan (2015).

Desired Outcomes for 21st Century EL Learners in Singapore

The Framework for 21st Century Competencies and Student Outcomes identifies three categories of competencies to enable our learners to take advantage of the opportunities in the digital age while staying connected to the Singapore heartbeat:

- core values as the moral compass, with character as the foundation of learning and behaviour
- social and emotional competencies
- 21st century competencies for the globalised world



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Framework for 21st Century Competencies and Student Outcomes⁵

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⁵ For more information on the Framework for 21st Century Competencies and Student Outcomes, access <https://www.moe.gov.sg/education-in-sg/21st-century-competencies>.

Learner Outcomes and Values

Taking reference from the Framework for 21st Century Competencies and Student Outcomes, the *EL Syllabus 2020* seeks to develop these competencies in our learners through the teaching and learning of EL to enable them to be:

<p>Empathetic communicators</p>	<p>Discerning readers</p>	<p>Creative inquirers</p>
<p>who possess the values, dispositions and skills to listen actively to different perspectives; communicate confidently, effectively and sensitively while collaborating with others to work towards shared goals; and balance an appreciation of the Singapore spirit with multi-ethnic and multicultural sensitivities.</p>	<p>who possess broad worldviews by staying well informed and self-directed in the use of information, and are able to distinguish fact from falsehood by processing and evaluating information closely, critically and with discernment according to purpose, audience, context and culture.</p>	<p>who explore and evaluate real-world issues and multiple perspectives as well as gather and synthesise information from diverse print, non-print and digital networked sources, so as to co-create knowledge and solutions in familiar or new contexts.</p>

Given the importance of 21st century competencies, our desired outcomes for our learners will also include opportunities to develop the following **core values**:

<p>Respect</p>	<p>through appreciating diverse views and adopting appropriate social conventions</p>
<p>Responsibility</p>	<p>through seeking out accurate, credible and current information to make informed decisions</p>
<p>Resilience</p>	<p>through self-appraising and self-regulated learning, and persevering in the pursuit of knowledge, understanding and personal growth</p>
<p>Integrity</p>	<p>through articulating ethical principles in the use and exchange of information and expression of ideas</p>
<p>Care</p>	<p>through expressing empathy in communication and using language purposefully to contribute to the community</p>
<p>Harmony</p>	<p>through interacting and collaborating meaningfully and respectfully with others to achieve shared goals</p>

Specific Aims of *EL Syllabus 2020*

The overarching aim of the *EL Syllabus 2020* is to develop effective and affective⁶ language use in students in the following areas:

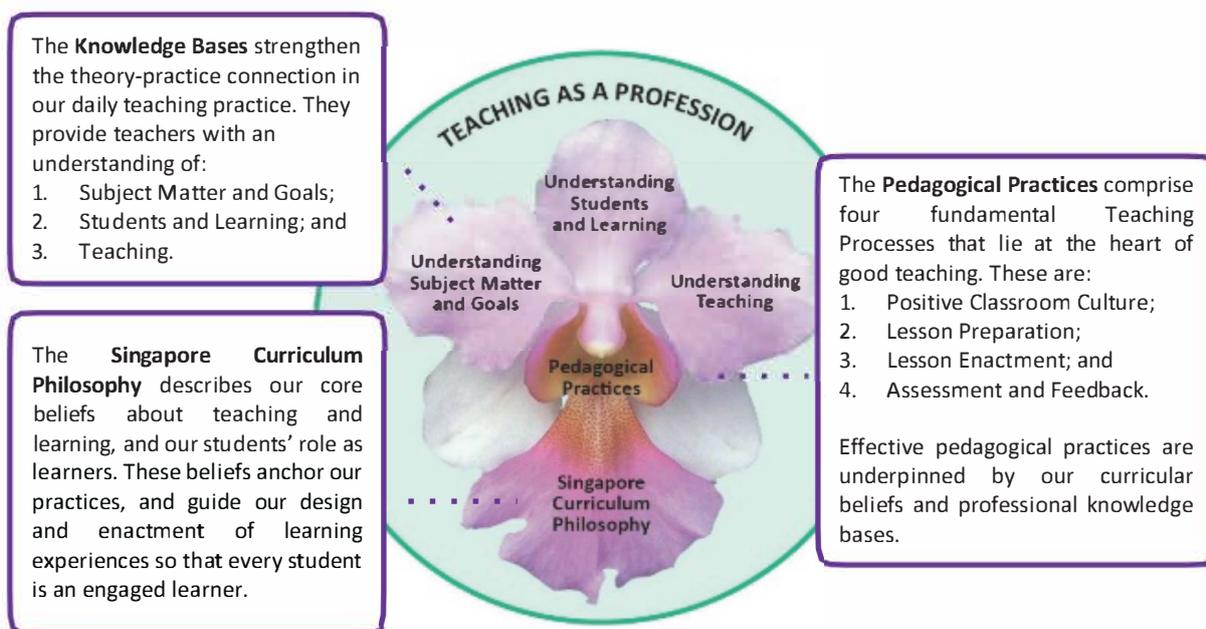
- 1. Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English⁷ from print, non-print and digital networked sources.**
- 2. Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures.**
- 3. Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact.**
- 4. Use English with impact, effect and affect.**

⁶ Andres (1999); Aoki (1999); Dörnyei & Otto (1998).

⁷ Internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture refers to the formal register of English used in different parts of the world.

Drawing on the Singapore Teaching Practice to Develop 21st Century EL Learners⁸

The Singapore Teaching Practice (STP) is a model that makes explicit how effective teaching and learning is achieved in the Singapore classroom. It encompasses the Singapore Curriculum Philosophy, Knowledge Bases and Pedagogical Practices that guide Singapore educators to design and enact effective teaching experiences for our students. Besides the Framework for 21st Century Competencies and Student Outcomes, the *EL Syllabus 2020* draws from the STP to facilitate effective teaching and learning of EL in Singapore.



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Singapore Curriculum Philosophy	In the <i>EL Syllabus 2020</i> , the core belief about EL Teaching takes into consideration our vision of 21st century EL learners as well as the nature of language and language learning.
Knowledge Bases	In the <i>EL Syllabus 2020</i> , the principles of EL teaching and learning are encapsulated in CLLIPS. ⁹ Together with the learning outcomes and areas of language learning, the Syllabus draws on our beliefs about students, and understanding about teaching and learning articulated through the Knowledge Bases in the STP.
Pedagogical Practices	In the <i>EL Syllabus 2020</i> , ACoLADE, ¹⁰ which distills the essential EL Teaching Processes, draws from the Teaching Areas under the Pedagogical Practices of the STP. CLLIPS and ACoLADE together will guide EL teachers in the design and enactment of instruction and learning experiences differentiated for the 21st century EL classroom.

⁸ For more information on the Singapore Teaching Practice, access <https://www.moe.gov.sg/about/singapore-teaching-practice>

⁹ CLLIPS refers to the six principles of EL teaching and learning – Contextualisation, Learner-centredness, Learning-focused Interaction, Integration, Process Orientation, Spiral Progression.

¹⁰ ACoLADE refers to EL teaching processes to be employed during the pre-, main and post phases of EL lessons – Raising **A**wareness, Structuring **C**onsolidation, Facilitating **A**ssessment for Learning, Enabling **A**pplication, Guiding **D**iscovery, Instructing **E**xplicitly.



SECTION 2

CONTENT:

TEACHING AND LEARNING ENGLISH IN SINGAPORE

General Beliefs and Principles Underpinning the EL Curriculum
Developing 21st Century Competencies through EL
Areas of Language Learning in *EL Syllabus 2020*
Summary Features of *EL Syllabus 2020*
Areas of Language Learning: Overview Diagrams & Overview Charts

2. CONTENT: TEACHING AND LEARNING ENGLISH IN SINGAPORE

General Beliefs and Principles Underpinning the EL Curriculum

Importance of Language and Literacy in the Curriculum

The key learning goal at the secondary level is for students to build upon their foundation in English from primary school, and consolidate and apply their knowledge, skills and strategies in all areas of language learning. In order to use the language to good effect and to demonstrate learning and mastery, *EL Syllabus 2020* continues to underscore the teaching of internationally acceptable English (standard English) as a common standard for every student in the classroom.

- **Language is a means of making and generating meaning, and of communication that entails an integration of skills.**

Language is interwoven with meaning, hence the learning of skills, though taught systematically and explicitly, does not occur in a linear manner. Often, the learning of skills overlaps with an interplay of meaning. Teachers will draw attention to the integration of skills across all areas of language learning to provide the coherence and multiple contexts for making and creating meaning.

- **Language is a system with rules, patterns and conventions which can be used to create various discourses or types and forms of texts, both print and non-print, for different purposes, audiences, contexts and cultures.**

In the EL Syllabus 2020, “texts” refers broadly to monomodal, bimodal and multimodal texts.¹¹ These texts can come from diverse sources, such as print, non-print and digital networked sources, with rich, relevant content, hyperlinks and language exemplifying good and grammatical use of English.

Teachers will use authentic texts of different types and forms to explore the features of language, and diverse patterns of language use.

Teachers will also regard grammar and vocabulary as resources in language development and use.

- **Language learning builds on positive attitudes and behaviour, affective engagement, interaction and creative self-expression.**

Teachers will facilitate personal and/or critical responses to what is heard in the moment,

¹¹ Kress & Leeuwen (2001).

read or viewed, including complex and ambiguous issues, to promote exploratory talk and self-expression. Such social and affective engagement will encourage respectful, confident exchanges as well as a love and enjoyment of the language that will greatly enhance the motivation to learn it.

- **Language use is guided by our awareness and understanding of the purpose, audience, context and culture¹² in which communication takes place.**

Both language learning and use are situated in social contexts to serve different purposes. For instance, for personal and creative self-expression, for informational and academic purposes, and/or for the enjoyment of learning and for learning in the subject area. Awareness of the nature of the relationship among language participants (audience) and the semiotic modes of communication influence language use.

The context also determines the roles adopted by the language users – as decoders, text participants or meaning makers, text users of information and/or text analysts or critics.¹³ Culture, on the other hand, shapes the beliefs, values, perceptions and dispositions of the language learner and user towards language.

- **Learning English in a multilingual context, like Singapore, is different from learning it in a monolingual or first language context.**

Within the context of a linguistically diverse and increasingly multiliterate learning environment in the Singapore classroom, teachers are encouraged to adopt a principled blend of first language (L1) and second language (L2)¹⁴ methods. Such an approach provides a balance between systematic and explicit instruction on the one hand, and a contextualised and holistic approach to teaching English on the other.

Developing 21st Century Competencies through EL

In line with the fast changing EL teaching-learning landscape, teachers are encouraged to pay increased attention to multiliteracies, metacognitive strategies and exploratory talk in order to help students achieve 21st century competencies across all areas of language learning.

- **Language learning in the 21st century is enhanced by multiliteracies.**

The expanded notion of “literacy” to incorporate multiliteracies takes into account the multi-dimensional nature of literacy, involving linguistic, cognitive, socio-cultural and developmental dimensions. Renewed emphasis is given to viewing and representing with the making and creation of meaning strengthened by rich multimodal perspectives. These

¹² Halliday (1975, 1985); Halliday & Hassan (1985); Derewianka (1990); Derewianka & Jones (2012, 2016).

¹³ Freebody & Luke (1990).

¹⁴ Lightbrown & Spada (2013).

perspectives relate to different semiotic modes in all areas of language learning.¹⁵

Teachers teach multiliteracies by drawing attention to the changing nature of texts, their corresponding text functions and their different semiotic modes. Rather than to regard texts simply as products or things, texts are used to serve diverse purposes.¹⁶

- **Language learning involves cognitive information processing¹⁷ and the use of metacognitive strategies¹⁸ before, during and after learning.**

Teachers guide students on the use of bottom-up and top-down information processing strategies, and on the interaction of both, in all language learning situations to strengthen and regulate response to learning.

When teachers demonstrate how good learners actively apply their use of learner strategies and modulate their thought processes, students are guided in acquiring the habits of self-directed, independent learning. Students do so before, during and after learning in response to existing and new information.

- **Language learning is deepened through exploratory talk in a variety of ways, including inquiry through dialogue¹⁹.**

As part of the process of deepening exploratory talk, teachers will facilitate student collaborative learning²⁰, either in pairs or in groups, and engage learners through a diverse range of strategies, including the use of questioning techniques and thinking routines, and inquiry through dialogue.

- **Language teaching will connect themes and texts meaningfully and appropriately to talk, task and technology in the classroom.**

Teachers will make judicious selection of texts with a variety of themes on Singaporean, Asian, contemporary and international topics and perspectives which will broaden students' worldviews and enable them to make connections to real-world issues. Issues of culture can also be examined through texts.

In the selection and use of texts, teachers need to bear in mind the text purposes that differentiate them. The suggested range of texts²¹ to be used across all areas of language learning and year levels include:

- *texts that entertain and/or reflect on life;*
- *texts that recount what happened;*

¹⁵ Freebody & Luke (1990); Luke (1995); Gee (1996); New London Group (1996); Kress (2003, 2010); Anstey & Bull (2006); Kucer (2009); Bull & Anstey (2010) and Chia & Chan (2015).

¹⁶ Derewianka & Jones (2012, 2016).

¹⁷ Goh & Silver (2006); Arnold, Kaiser, Kahn & Kim (2013).

¹⁸ Flavell (1976); Pressley & Gaskins (2006).

¹⁹ Dewey, (1938); Hillocks, (1999); Wilhelm (2016)

²⁰ Kohonen (1992).

²¹ Derewianka (1990); Derewianka & Jones (2012, 2016).

- *texts that instruct;*
- *texts that describe, inform and/or investigate;*
- *texts that explain;*
- *texts that respond, argue, evaluate and/or persuade; and*
- *texts that contain more than one type and form of texts (hybrid texts).*²²

For the 21st century, technology will be a key resource in providing equitable access to digital networked sources of information to develop, complement and augment language learning both within and outside the classroom.

Areas of Language Learning (AoLL) in *EL Syllabus 2020*

Overview of the AoLL

The *EL Syllabus 2020* outlines the following AoLL for the development of adolescent literacy:²³

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary

Integration of Skills and Emphases in the AoLL

Listening, reading and viewing are receptive skills which are required for the making and generation of meaning from ideas or information. Speaking, writing and representing are productive skills that enable the creation and communication of meaning.

The integration of receptive and productive skills provides the context for both oral and written communication and facilitates the incorporation of different semiotic features for effective and impactful text creation.

Listening and speaking place attention on the power of the spoken word and encourage students to respond confidently and actively, develop empathy and participate with respect, conviction and sensitivity. Emphasis is placed on students speaking and monitoring their speech responsibly, bearing in mind the potential impact of what they say on listeners. Greater attention is also paid to critical listening to enable students to inquire into the intentions of speakers and messages received, and communicate with confidence and persuasiveness.

²² Derewianka & Jones (2012, 2016); Freedman & Medway (1994).

²³ International Reading Association (2012).

Students read a variety of texts of increasing difficulty, with complex ideas and implicit and ambiguous meaning in order to explore a broader range of issues and perspectives. To develop such skills, teachers will encourage students to read, listen to and view texts widely and extensively for enjoyment, knowledge and learning, both in and out of the classroom, so that they can write about and discuss topics of relevance and interest to them as well as apply their knowledge in other subject areas.

Students learn to create a broad range of cohesive and coherent texts appropriate to purpose, audience, context and culture, utilising print, non-print and digital resources to meaningfully engage readers. At the secondary level, students also have more opportunities to convey their personal and critical responses to texts, experiences/situations, and popular topics/issues, so as to develop personal and critical points of view, strengthen elaboration and persuasion skills, and develop their voice and style in writing and representing.

Knowledge of grammar and vocabulary is integral to acquiring a strong foundation in the language to enable effective communication. Students are to regard grammar and vocabulary as resources²⁴ to help them effectively express themselves and convey their ideas. The study of grammar and vocabulary includes the metalanguage for students to talk about the features of words and language, both everyday and academic, and their associative meanings. Teachers will focus on grammar and vocabulary both explicitly and in the context of language use. At the secondary level, greater focus is placed on the teaching of grammar and vocabulary for more complex language functions and purposes such as to argue, evaluate and persuade, in tandem with development in all other areas of language learning.

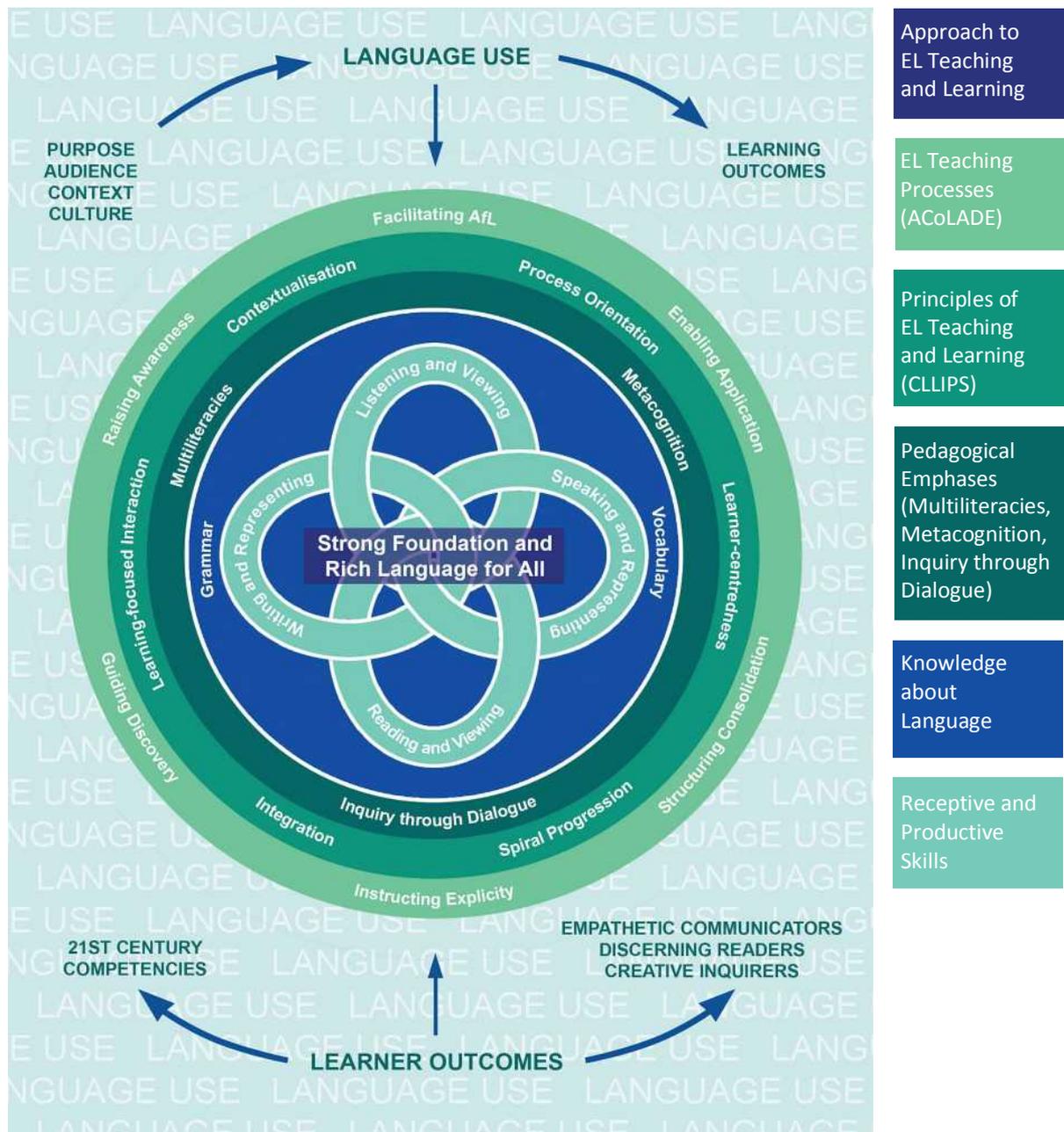
The skills of viewing and representing are integrated with listening, reading, speaking and writing, so as to connect conventional literacies to multiliteracies and the different semiotic modes²⁵ in language learning and development. Infusing viewing and representing into the areas of language learning allows teachers to integrate linguistic with non-linguistic skills, the use of print with non-print sources, as well as incorporate information, media and visual literacy skills to help students achieve 21st century competencies.

²⁴ Halliday & Hassan (1985).

²⁵ New London Group (1996); Anstey & Bull (2006); Bull & Anstey (2010); Chia & Chan (2015).

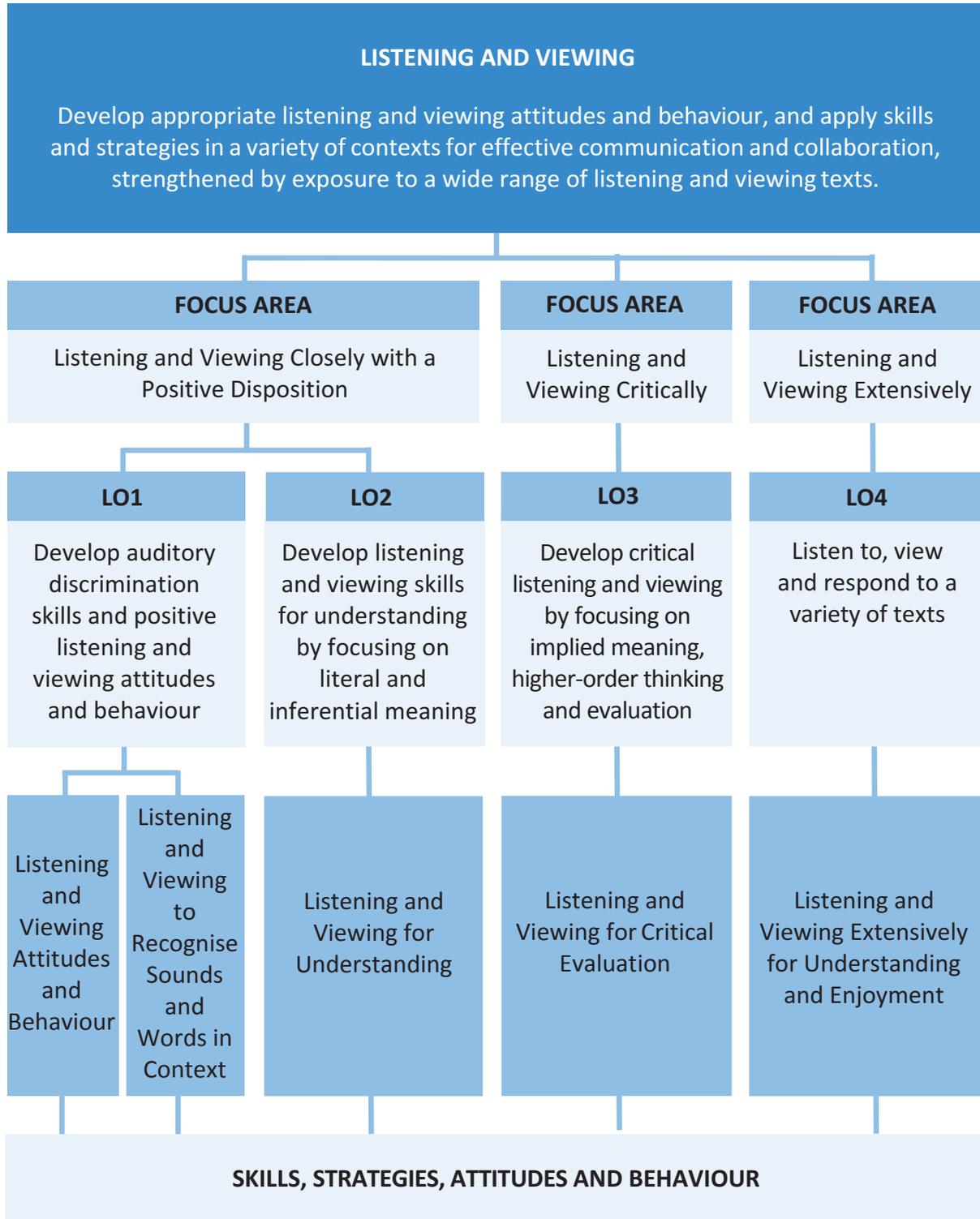
Summary Features of EL Syllabus 2020

The following diagram presents the key features of the *EL Syllabus 2020* undergirded by the principles of EL teaching and learning (CLLIPS) and EL teaching processes (ACoLADe). A pedagogical emphasis on Multiliteracies, Metacognition, and Inquiry through Dialogue in the EL classroom helps to develop knowledge of language and ensures effective and affective language use for all EL learners across all areas of language learning. The approach to language teaching and learning ensures a firm and rich foundation for all for future learning.



LISTENING AND VIEWING

Overview Diagram



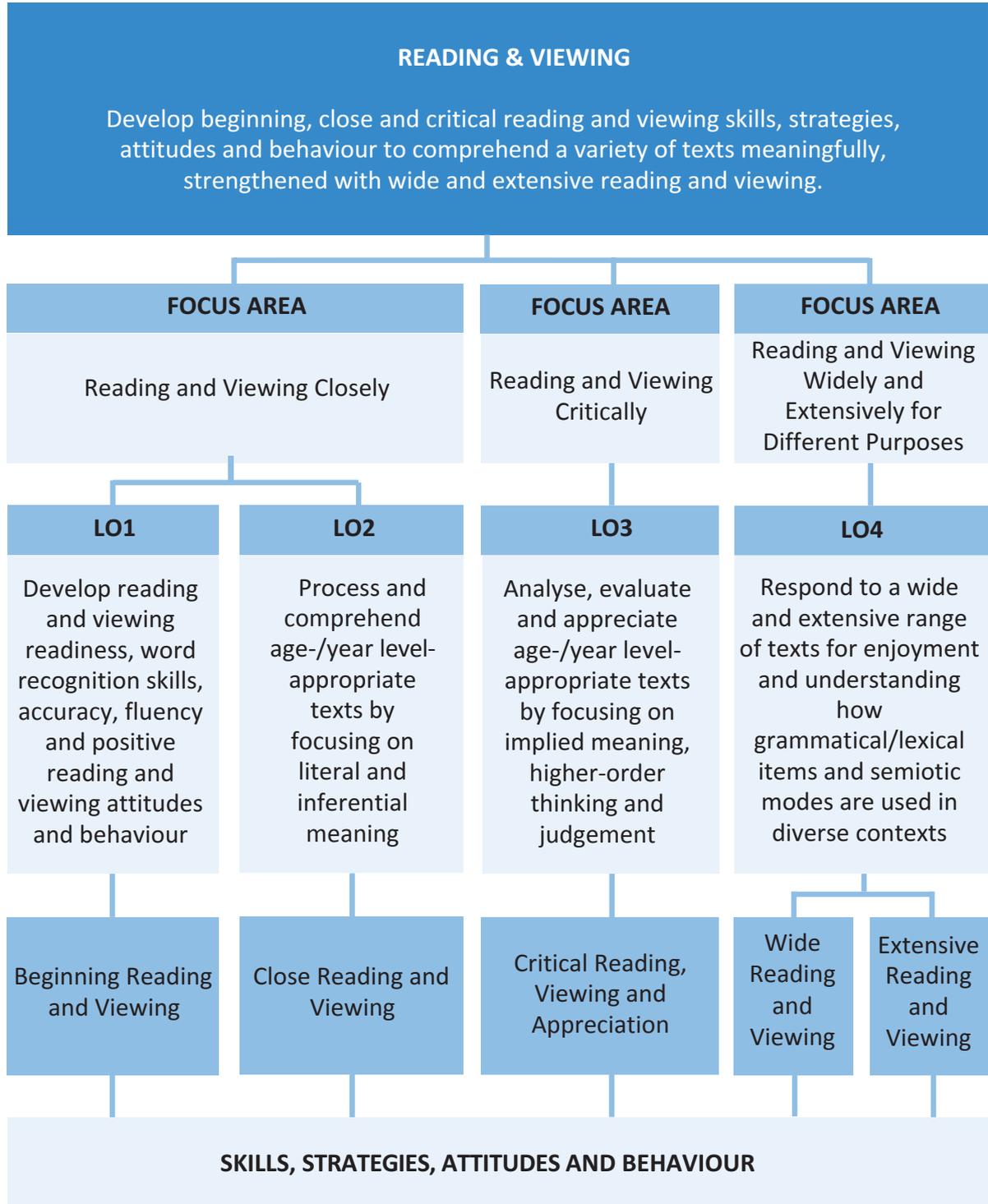
Overview Charts

Progression of Skills from Primary 1 to Secondary 5G2/4G3

AREA OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1G2	S2G2/1G3	S3G2/S2G3	S4G2/3G3	S5G2/4G3
Listening and Viewing	Listening and Viewing Closely with a Positive Disposition	Develop a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect, and by indicating response appropriately in a range of communicative contexts and interactions.										
		Develop perception and recognition of sounds and words in context through phonological awareness and identification of key words, prosodic features and non-fluency features of spoken language.						Strengthen perception and recognition of words in context through identification of key words, prosodic features and non-fluency features of spoken language.				
		Listen and view for understanding by drawing on prior knowledge and contextual clues, including semiotic features, and applying a range of listening and viewing skills and learner strategies to interpret texts.						Listen and view for understanding increasingly more complex information, including abstract ideas from diverse texts, by applying the full range of listening and viewing skills and learner strategies.				
	Listening and Viewing Critically	Listen and view critically by making connections between parts of texts.				Listen and view critically by analysing different semiotic features in texts, determining the credibility of sources and relevance of information, and using comprehension monitoring strategies while listening and viewing.			Listen and view critically by applying the full range of critical listening and viewing skills and strategies, including evaluating the relevance and soundness of arguments and comparing and contrasting different texts, and using comprehension monitoring strategies while listening and viewing.			
	Listening and Viewing Extensively	Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.				Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions) in a variety of contexts for enjoyment and understanding to other areas of language learning.						

READING AND VIEWING

Overview Diagram

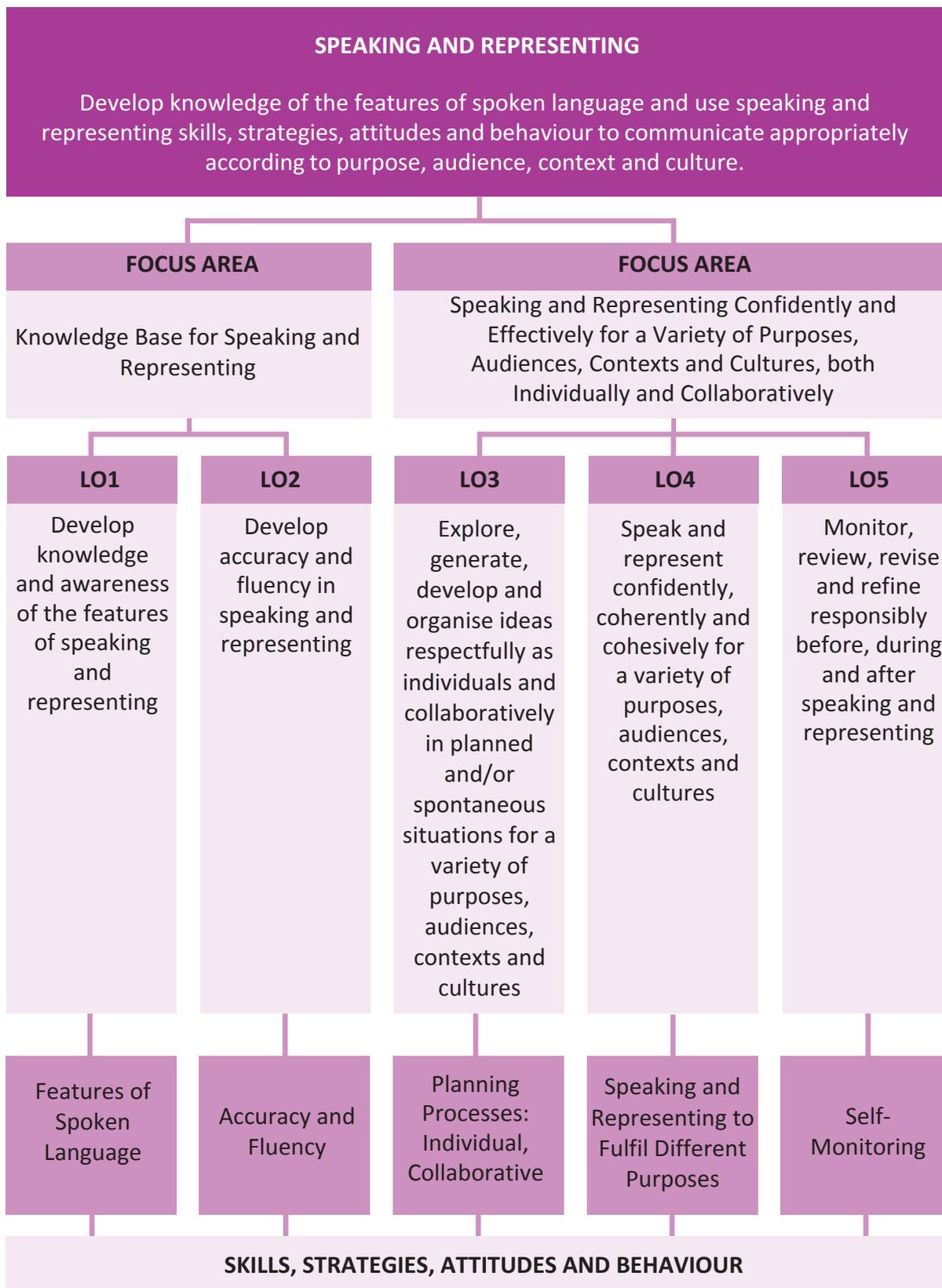


Progression of Skills from Primary 1 to Secondary 5G2/4G3

AREA OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1G2	S2G2/1G3	S3G2/2G3	S4G2/3G3	S5G2/4G3
Reading and Viewing	Reading and Viewing Closely	Develop beginning reading and viewing to achieve accuracy and fluency through word recognition and acquiring a positive disposition.										
		Develop close reading and viewing at literal and inferential levels by using prior knowledge, contextual clues and comprehension strategies.		Strengthen close reading and viewing by using a range of comprehension, and information and media literacy skills and strategies to construct meaning from diverse and multiple texts.		Apply close reading and viewing skills and strategies, including representing the ideas in texts, to demonstrate comprehension of texts with more complex and ambiguous meaning.						
	Reading and Viewing Critically	Respond to implied meaning and make personal connections with texts read and/or viewed using higher-order thinking and metacognitive strategies.		Respond critically to and appreciate implied meaning in a variety of texts by applying analysis, judgement and metacognitive strategies, making the connections to integrate meaning in texts, and demonstrating awareness of how writers' style can influence meaning.			Respond critically to and more deeply appreciate implied and ambiguous meaning in more complex texts by actively applying analysis, judgement and metacognitive strategies in the reading and viewing process, connecting such knowledge to the texts and beyond, and demonstrating understanding of how writers' style can create impact and appeal.					
Reading and Viewing Widely and Extensively for Different Purposes	Respond to a wide and extensive range of high-interest and age-appropriate texts, including selections of multimodal and hybrid texts, for different purposes – to examine the impact of different semiotic modes on text and meaning, to facilitate application of skills to other areas of language learning and subject areas, and for enjoyment.					Respond to a wide and extensive range of exemplary works appealing to adolescent readers and viewers, including combinations of multimodal and hybrid texts, for different purposes – to analyse and evaluate the impact of different semiotic modes on text, meaning and language use, to facilitate application of skills to other areas of language learning and subject areas, and for enjoyment and personal development.						

SPEAKING AND REPRESENTING

Overview Diagram

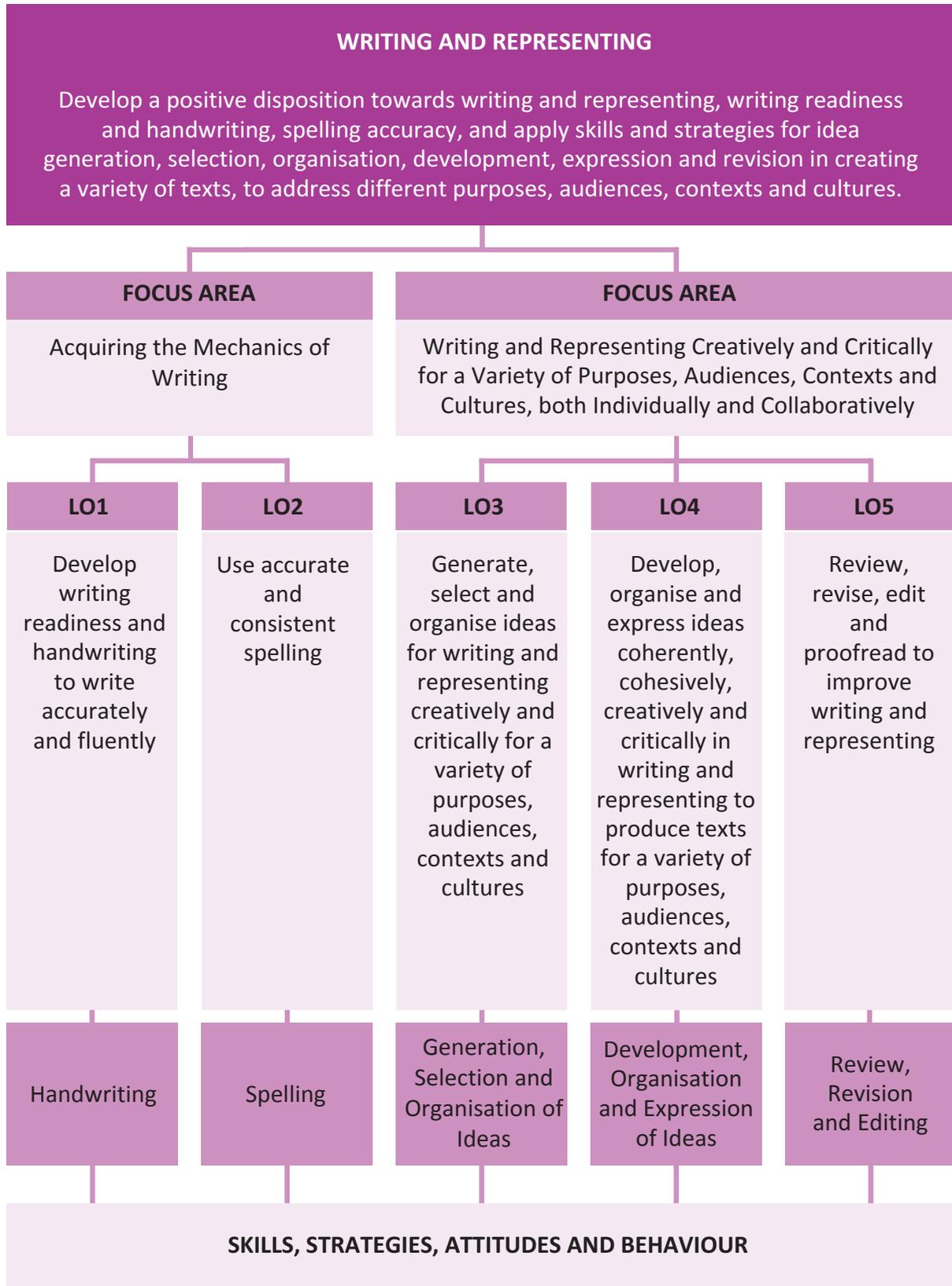


Progression of Skills from Primary 1 to Secondary 5G2/4G3

AREA OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1G2	S2G2/1G3	S3G2/2G3	S4G2/3G3	S5G2/4G3
Speaking and Representing	Knowledge Base for Speaking and Representing	Develop knowledge of the basic features of spoken language and recognise that language is used to fulfil different purposes.				Attain deeper knowledge of the features of spoken language, including variation in register according to situation.						
						Recognise the conventions of speech and the roles of speakers in different situations.						
	Develop fluency and accuracy in pronunciation with use of appropriate prosodic features.											
	Speaking and Representing Confidently and Effectively for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively	Plan and set goals.				Plan and set goals.						
		Explore, gather and develop ideas from a variety of texts combining linguistic and other semiotic modes.				Gather, select and evaluate information.						
		Participate respectfully in discussions by upholding agreed-upon rules of exchange.				Develop and organise ideas from a variety of texts combining linguistic and other semiotic modes.						
						Participate respectfully in discussion to develop, articulate and represent ideas in real time in response to the listener(s).						
Speak and represent with confidence, coherence and cohesion using different semiotic modes appropriately to fulfil different purposes.												
Pay increasing attention to producing texts that recount, entertain, instruct and respond.					Pay increasing attention to producing texts that recount, entertain, instruct, describe, inform, respond and evaluate.		Pay increasing attention to producing texts that recount, entertain, instruct, describe, inform, explain and evaluate.		Pay increasing attention to producing texts that respond, argue, evaluate and/or persuade.			
Monitor self and others in order to correct mispronounced words and adjust inappropriate use of prosodic features.					Self-adjust planned speech, monitor and revise speech to adjust and improve communication based on intended purposes and response of the listener immediately after and upon reflection.							

WRITING AND REPRESENTING

Overview Diagram



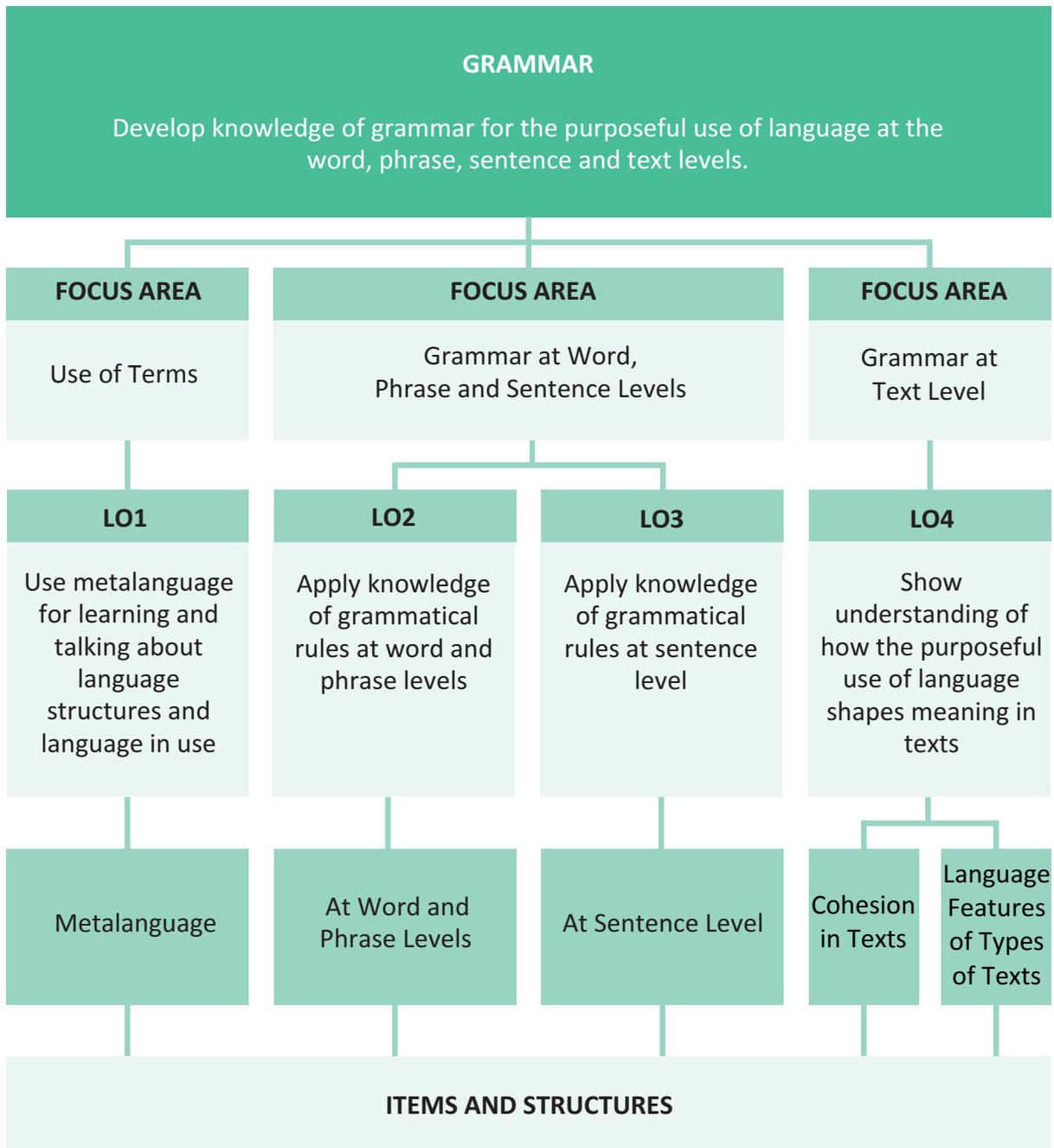
Progression of Skills from Primary 1 to Secondary 5G2/4G3

AREA OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1G2	S2G2/1G3	S3G2/2G3	S4G2/3G3	S5G2/4G3
Writing and Representing		Develop a positive disposition towards writing and representing.										
	Acquiring the Mechanics of Writing*	Develop writing readiness and write in print script. Apply spelling skills and strategies accurately for writing age-/year level-appropriate words.				Write neatly, legibly and fluently. Apply spelling skills and learner strategies accurately for writing frequently misspelled and multisyllabic words.				Apply spelling skills and learner strategies for writing accurately and consistently in internationally acceptable English (standard English).		
	Writing and Representing Creatively and Critically for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively	Learn to write and represent by generating, selecting, organising, developing, expressing and revising ideas.				Apply skills for idea generation, selection, organisation, development, expression and revision so as to address the writer's purpose, needs of the audience, context and culture in writing and representing. Pay increasing attention to the use of semiotic modes in text creation.				Apply increasingly sophisticated and higher-order skills for idea generation, selection, organisation, development, expression and revision so as to achieve intended effects and precision of expression in writing and representing. Consider and evaluate how various semiotic modes work together to convey with impact the text's intended message.		
		Create a variety of texts for different purposes, using an appropriate tone and register. Understand how the skills and knowledge of writing and representing specific types of texts can inform and be applied to the creation of other increasingly sophisticated texts of different types and/or forms.										
		Learn to write and represent with some attention to the appropriate organisational structures and language features of texts for different purposes.				Write and represent with an explicit awareness of the appropriate organisational structures and language features of texts for different purposes.				Apply knowledge of appropriate organisational structures and language features to create a variety of increasingly sophisticated texts for different purposes.		
						Pay increasing attention to writing and representing texts that respond, argue, evaluate and/or persuade.				Apply knowledge of the relevant types and forms of texts to create hybrid texts.		

*Support also the use of keyboarding and word processing skills to create texts.

GRAMMAR

Overview Diagram

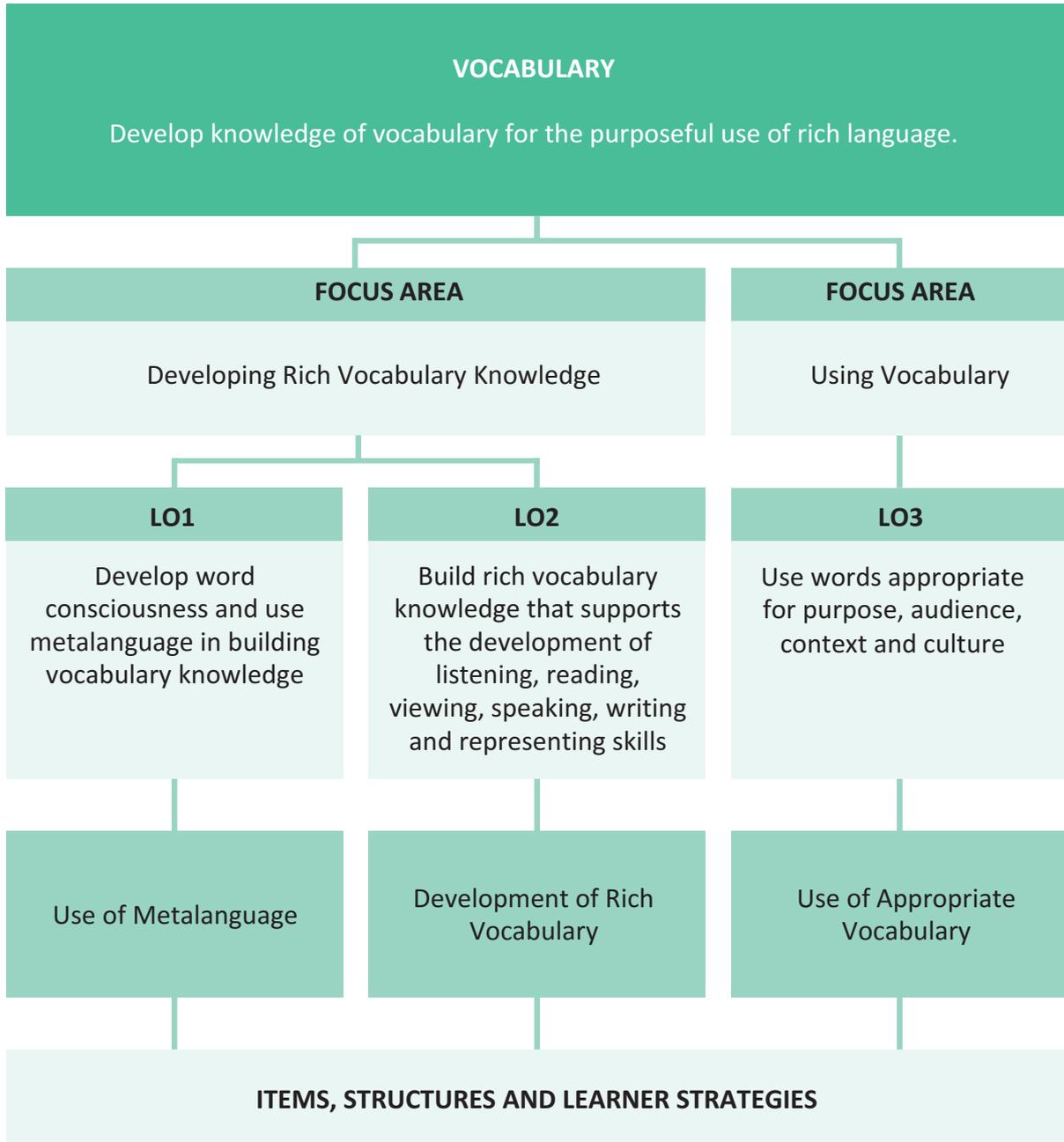


Progression of Skills from Primary 1 to Secondary 5G2/4G3

AREA OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1G2	S2G2/1G3	S3G2/2G3	S4G2/3G3	S5G2/4G3
Grammar	Use of Terms	Learn metalanguage explicitly to talk about how language works at word and phrase levels and for identification of simple sentence functions in meaningful contexts.		Use metalanguage to talk about how language works at the text level and during editing and self-correction.				Develop and strengthen grammatical metalanguage learnt previously.				
	Grammar at Word, Phrase and Sentence Levels	Apply grammatical knowledge at the word, phrase and sentence levels to convey ideas accurately in different social contexts. Understand that by varying the forms of construction, different meanings are conveyed in different contexts.						Revisit and strengthen grammatical knowledge learnt previously. Identify and address recurring language errors to develop greater control in the use of language for speaking, writing and representing. Use appropriate language structures learnt previously to convey thoughts and opinions in interactions and communication with others.				
	Grammar at Text Level			Use cohesive devices and grammatical structures to create links across different clauses, sentences and paragraphs. Identify and apply knowledge of language features in different types of texts during speaking, writing and representing. Recognise how the purposeful use of language shapes meaning in texts.				Apply knowledge of cohesive devices and grammatical structures to create links across different clauses, sentences and paragraphs. Apply knowledge of language features of texts and reproduce them in a full range of texts, including hybrid texts. Recognise how the purposeful use of language shapes meaning in texts.				

VOCABULARY

Overview Diagram



Progression of Skills from Primary 1 to Secondary 5G2/4G3

AREA OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1G2	S2G2/1G3	S3G2/2G3	S4G2/3G3	S5G2/4G3
Vocabulary	Developing Rich Vocabulary Knowledge	Focus on learning words through experience and enjoyment.		Develop and strengthen vocabulary knowledge, and take an active role in learning new vocabulary items.				Continue to develop and strengthen vocabulary knowledge and take an active role in studying word meaning and learning new vocabulary items.				
		Develop vocabulary knowledge and take an active role in learning new vocabulary items.										
		Develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context.										
	Use various learner strategies to develop rich vocabulary.											
	Using Vocabulary	Use words suitable for purpose, audience, context and culture.										
		Use fixed expressions accurately and appropriately.										
		Recognise, appreciate and use words for literary effect meaningfully.										
Use words meaningfully in conjunction with semiotic modes.												



SECTION 3
PEDAGOGY:
TEACHING AND LEARNING
ENGLISH

Approach to EL Teaching and Learning
English Language Teaching-Learning Principles
and Teaching Processes

3. PEDAGOGY: TEACHING AND LEARNING ENGLISH

Approach to EL Teaching and Learning

Provision of a Strong Foundation

To nurture 21st century competencies and the joy of learning, the foundation of language learning is laid from lower primary through:

- a focus on **pronunciation** and the features of spoken language, and **accuracy and fluency in oral communication** (i.e., listening and speaking skills) using appropriate teaching actions for different year levels and subject levels;
- a focus on the **enjoyment of language**, even as students formally learn the metalanguage and grammatical items associated with texts. There will be systematic and explicit instruction of grammar, with a focus on word, phrase and sentence level grammar before a gradual incorporation of text level grammar from upper primary to secondary levels;
- explicit instruction on early literacy skills at the start of Primary 1 to lay the foundation for acquiring reading fluency, comprehension, viewing skills and strategies and writing proficiency. Attention is placed on phonological awareness, reading, viewing and writing readiness, letter-sound relationships and word recognition to strengthen the development of handwriting and early spelling;
- attention to **vocabulary** development at all levels;
- an emphasis on learning-focused **interaction** at class and group levels;
- the development of **writing and representing skills** and learner strategies for idea generation, selection, organisation, development, expression and revision of ideas, so as to create texts with the appropriate elaboration; and
- attention to greater integration between **receptive and productive skills** with encouragement of **positive dispositions** towards learning and the development of **metacognitive skills** from the early years.

Provision of Rich Language for All

To stretch the learning of students from all subject levels in order to further strengthen lifelong learning and the integration and application of knowledge across all areas of language learning, the EL curriculum will be enriched through a focus on:

- encouraging students' own selection of a **wide variety of texts** for their rich language for independent listening, reading and viewing;
- varying the exposure of students to **information-rich content** with increasing sophistication and complexity from multiple print, non-print and digital networked sources;
- developing **critical literacy skills** that encourage critical and creative thinking, making connections beyond the texts, the co-construction of knowledge and creation of new understandings;
- extensive **listening, reading and viewing** where students gather and analyse information from multimodal texts and multicultural contexts, intensively and widely for diverse purposes; and
- increasing opportunities for students to engage in the **authentic and creative production** of a variety of **texts for different purposes** through speaking, writing and representing, so as to demonstrate the use of language with confidence, persuasion and thoughtfulness.

English Language Teaching-Learning Principles and Teaching Processes

CLLIPS, which refers to the principles of EL teaching and learning, directs teachers to apply knowledge of the disciplinarity of EL to guide their students towards a deeper understanding of the language and its use, and facilitate the transfer of learning. Teachers will design such student-centred learning experiences at departmental and classroom level.

ACoLADE, which refers to EL teaching processes, guides teachers in the design of instruction and enactment of learning experiences in the 21st century EL classroom.

Together, CLLIPS and ACoLADE help teachers think more deeply about planning and teaching EL to provide all students with access to the richest curriculum a school can offer. EL teachers use CLLIPS and ACoLADE thoughtfully and flexibly in their instructional planning and classroom teaching.

C

Contextualisation involves designing learning tasks and activities for students to learn language in authentic and meaningful contexts. For example, lessons will be planned around learning outcomes, a theme or a type of text to help students use related linguistic and non-linguistic skills, grammatical items, structures and vocabulary appropriately in spoken and written language using different semiotic modes to suit purpose, audience, context and culture.

L

Learner-centredness means putting learners at the heart of the teaching and learning process and empowering them. It involves differentiating teaching according to students' readiness, interests and learning profiles. It also requires employing effective pedagogies to engage students, strengthen their language development and stretch their potential.

L

Learning-focused Interaction entails providing a rich and responsive learning environment for communication. It explicitly fosters oral communication skills and focuses on achieving learner and learning outcomes. It actively engages students by encouraging participation, interaction and boosting their confidence in the use of language. It promotes collaboration and rapport among learners from different socio-cultural backgrounds by fostering positive relationships among students. This can be accomplished by creating a positive classroom culture, for example, through building trust among students, establishing clear expectations and routines, and maintaining positive discipline by encouraging fair and appropriate behaviour in EL lessons.

I

Integration involves teaching the receptive skills, productive skills, grammar and vocabulary in an integrated way, with one set of skills building on another, using texts from relevant print, non-print and digital networked sources, to provide different perspectives and meaningful connections, including to the wider contexts of language use.

P

Process Orientation sees the teacher modelling, scaffolding and differentiating the learning processes for the development of language skills and knowledge about language, while guiding students to put together their final spoken, written and/or multimodal products.

S

To achieve **Spiral Progression**, the teacher instructs, revises and revisits skills, grammatical items, structures and various types and forms of texts, including multimodal and hybrid texts, at increasing levels of difficulty and sophistication.

A

Raising **A**wareness

Motivate learning and help students pay attention to what is to be learnt. Help them make connections with what they already know by activating prior knowledge.

C_o

Structuring **C**onsolidation

Revisit and reinforce what has been learnt.

L

Facilitating Assessment for **L**earning (AfL)

Identify students' readiness for learning, interests and learning profiles. Monitor their learning and provide timely and useful feedback for improving learning and self-assessment.

A

Enabling **A**pplication

Teach language in authentic contexts of use and model its use. Let students learn through working collaboratively with the teacher and other students.

D

Guiding **D**iscovery

Facilitate discovery by prompting, posing questions and supporting the process by which students can learn about a skill, strategy, process or rule without prior or explicit instruction.

E

Instructing **E**xplicitly

Explain and clarify a skill, strategy or process directly and systematically, in addition to teaching it in contexts of meaningful use.



SECTION 4: ASSESSMENT

Responsive Teaching, Responsive Assessment

Why Assess

Aims of Assessment in School

Types of Assessment Tasks

Planning a Balanced Assessment

4. ASSESSMENT

Responsive Teaching, Responsive Assessment

Implementing a responsive assessment policy is an integral part of the teaching and learning cycle. Assessment that is responsive helps teachers and students know where the students are, where they are going and how to get there. It uses information from different assessment tasks to provide evidence of student learning and progress, and hence shapes reflection, instructional planning and adaptations to instruction. It also helps to address learning gaps, improve teaching practices, provide clarity of purpose for instruction and consequently helps students to progressively become self-directed learners.

Why Assess

For teaching and learning to be effective, teachers will identify and monitor students' changing needs, proficiencies and interests so that they can plan or adapt their teaching methods and approaches to help students. Teachers will help students know and recognise the attainment targets and the criteria against which they can monitor and assess their own progress. Teachers will also give timely and useful feedback to students and provide them with opportunities to act on the feedback to improve their learning. These responsive learner-centred processes help students reflect on how well they have learnt, making them self-directed learners.

Aims of Assessment in School

EL teachers will practise responsive assessment to:

- promote and improve students' learning²⁶ through regular progress monitoring;
- establish what students can do as learners of EL based on the aims and learning outcomes in the syllabus;
- support self-directed learning; and
- use assessment information to differentiate instruction and cater to students' different levels of learning readiness, interests and learning profiles.

Types of Assessment Tasks

Teachers will assess students both formally and informally at a frequency decided by the school using different modes of assessment so that a wide range of SSAB can be developed and I&S can be learnt. The assessment tasks need to take into account different students'

²⁶ Black, Harrison, Lee, Marshall & Wiliam (2003).

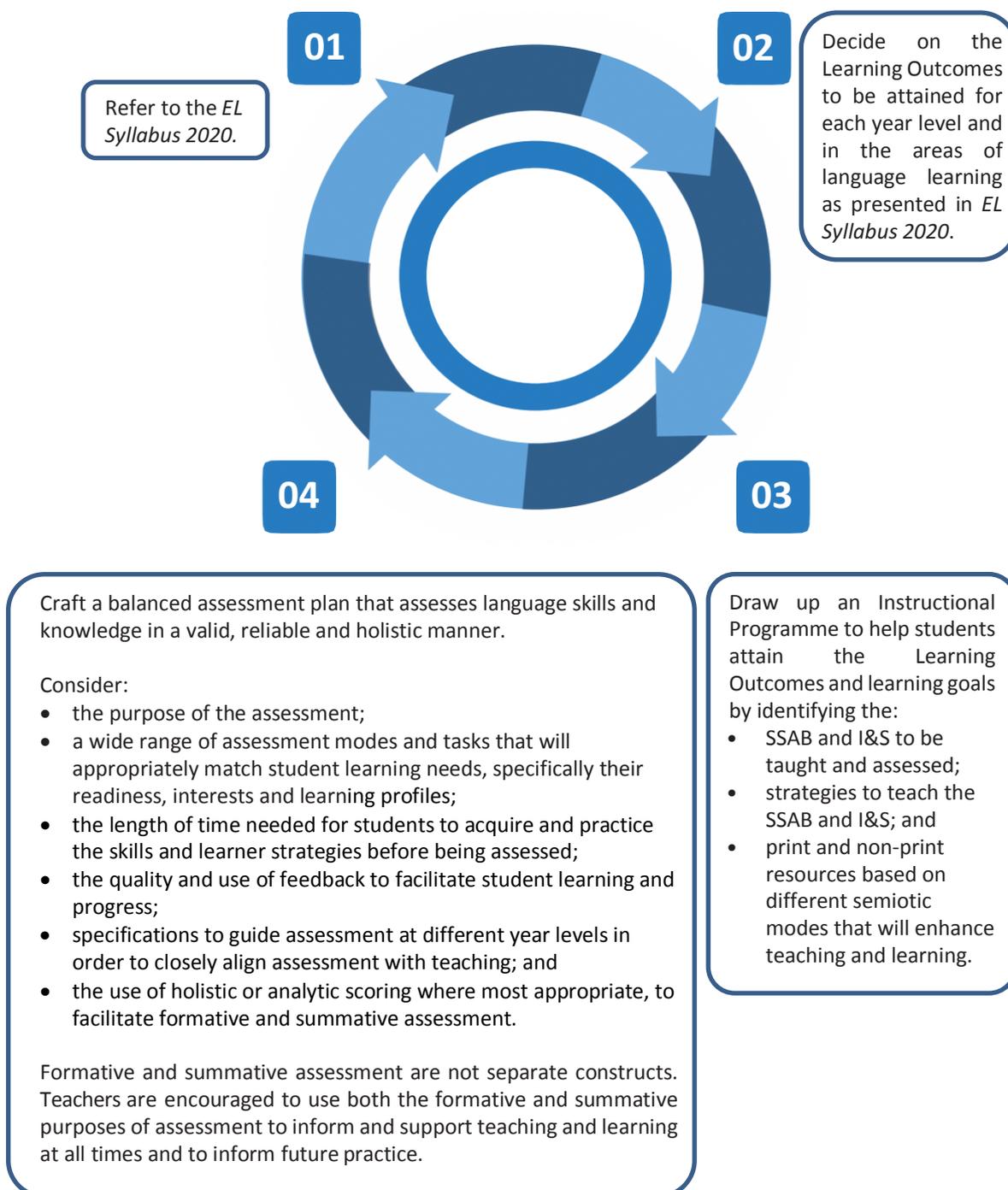
learning readiness, interests and learning profiles.

While assessment at upper secondary may converge on a narrower range of specific learning outcomes, assessment at lower secondary, which can be formal as well as informal, could cover a more varied range of learning outcomes.

Planning a Balanced Assessment

When planning assessment in school, teachers will align assessment with the requirements and learning outcomes of the syllabus.

Teachers will use the following as a guide:



SECTION 5: GLOSSARY OF TERMS

GLOSSARY OF TERMS

The key terms in this syllabus are listed here in alphabetical order as a source of quick reference.

Terms in Alphabetical Order

Assessment for Learning	<p>Assessment which has a formative purpose in that it is used to provide useful feedback to teachers and students that can improve both teaching and learning.</p> <p>The term is often used in contrast to assessment of learning which is summative in nature and aims to certify learning for reporting to stakeholders about students' learning achievements.</p>
Assessment task	An activity that is set to collect learning achievement data for various purposes, including communicating findings to stakeholders, planning further tasks, and for improving teaching and learning.
Digital networked sources	A communication system which links multiple users together using a digital network, e.g., the Internet, learning management systems.
Explicit instruction	Instruction which involves the teacher modelling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.
Fluency	Reading fluency refers to reading at a level of accuracy and rate where decoding is relatively effortless and oral reading is smooth, with correct stress and intonation, and where attention can be allocated to comprehension.
Hybrid texts	Texts that combine and contain more than one type of text and form. There is typically a mixing of elements from different sources or genres. Infotainment is an example of a hybrid text which aims to both inform and entertain.
Information literacy	The ability to access and evaluate information from different sources, and to use it meaningfully and effectively.
Informational texts	Texts about real people, places and events, largely giving factual information to readers, e.g., documentaries.
Learning outcome	<p>An expected attainment target to be achieved as a result of teacher instruction. It specifies the desired result or output; not the input (e.g., content and methods). The key question it addresses is: What will students know and be able to do as a result of instruction?</p> <p>To determine if outcomes have been attained or achieved, students are</p>

expected to demonstrate mastery of basic language skills, learner strategies, attitudes and behaviour, and items and structures, which can be measured through informal or formal assessment tasks.

Literary texts	Texts that relate an event, a series of events or a story. A literary text can be imaginary, as in a short story.
Media literacy	The ability to access, analyse, evaluate and create information in a variety of forms and media.
Metacognition	Knowledge of the cognitive processes used in learning, including planning, monitoring and evaluating the learning before, during and after it has occurred, so as to make decisions about what to focus on, refine or repair to achieve learning progress or to respond to different learning problems.
Multimodal	Use of more than one mode of communication – linguistic, visual, gestural, audio and spatial – in a single text to convey meaning. A multimodal text also makes connections between the semiotic modes to make meaning.
Organisational structure	Different types of texts are characterised by the way information is sequenced and organised and this structure creates the coherence in a text.
Prosodic features	Speech features that often extend across more than one speech sound. These include stress, intonation, volume and pace.
Reading and viewing readiness	A state of general preparedness based on knowledge, skills and general disposition and aptitude, which allows students to learn to read and view under given/guided instructional conditions.
Register	Variety of language used in specific social situations or interactions. The register that one chooses to use is based on the formality or informality of the context, and varies according to the type of situation, setting, participants and the topic discussed.
Representing	The active process of applying skills and strategies to present facts, ideas and points of view through a variety of texts with linguistic, visual, gestural, audio and spatial semiotic features.
Scaffolding	A teaching/learning strategy where students engage in a collaborative task/interaction with an experienced other (e.g., the teacher, peer) during which demonstrations, support, guidance and input are provided and then gradually withdrawn as the students become increasingly independent and are able to work without help.
Semiotic modes	Modes of communication (i.e., linguistic, visual, gestural, audio and spatial) that are used to understand, interpret, analyse and construct meaning in a text.

Task	Within the classroom, an activity that is designed to help students acquire or develop a specific skill, learner strategy, attitude, behaviour, item and/or structure or, specifically, a learning outcome.
Text	Literary and informational texts which are well-written and engaging. They are rich in content and concern themselves with a variety of themes, topics, ideas and issues. These texts can be monomodal, bimodal or multimodal from diverse sources (e.g., print, non-print and from digital networked sources).
Theme	In non-fiction, theme is the main idea of the piece; in literature, it is the dominating idea or the message implicit in a work. Seldom stated directly in the writing, it is an abstract concept that must be inferred by the reader or viewer.
Tone	The mood or atmosphere of a work. It can also be the reflection of the writer's attitude to the reader (e.g., formal, intimate, pompous) or the writer's treatment of the subject matter (e.g., ironic, light, solemn, satirical, sentimental).
Type of text	The purpose and context of a text determine its type. Types of texts (e.g., personal recounts, factual recounts, narratives, descriptive reports and arguments) are defined by their purposes.
Viewing	The active process of applying skills and learner strategies to interpret and understand a variety of texts that uses linguistic, visual, gestural and spatial semiotic features.
Visual literacy	The ability to construct meaning from symbols and images, and to communicate through visuals means.
Voice	The self-representation or positioning that a writer presents in a text. Voice may be reflected in the distinctive or preferred way a writer represents the world and in the relative tentativeness or authority in terms of the writer's address of and relationship with readers.
Year levels	They refer to: Lower Primary – Primary 1 and 2 Middle Primary – Primary 3 and 4 Upper Primary – Primary 5 and 6 Lower Secondary – Secondary 1 and 2 Upper Secondary – Secondary 3, 4 and 5

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