

ENGLISH LANGUAGE AND LINGUISTICS

SYLLABUS

Pre-University

H2

Implementation starting with
2026 Pre-University One Cohort



Ministry of Education
SINGAPORE

© 2025 Curriculum Planning and Development Division.

This publication is not for sale. Permission is granted to reproduce this publication in its entirety for personal or non-commercial educational use only. All other rights reserved.

CONTENTS

1.	INTRODUCTION	4
1.1	English Language and Linguistics Syllabus Aims and Learning Outcomes	4
1.2	Nurturing the Desired Outcomes of Education Through English Language and Linguistics	6
2.	CONTENT	9
2.1	Organisation of the Syllabus	9
2.2	Area of Study 1: Analysing Language Use	12
2.3	Area of Study 2: Investigating Language Use in Society	15
3.	PEDAGOGY	20
3.1	Beliefs and Principles Underpinning the Teaching and Learning of English Language and Linguistics	20
3.2	Teaching for Conceptual Understanding in ELL	21
3.3	Recommended Pedagogical Approaches for ELL	22
3.4	Technology-Enabled Learning in ELL	23
4.	ASSESSMENT	27
5.	ACKNOWLEDGEMENTS AND REFERENCES	29
5.1	Acknowledgements	29
5.2	References	30

SECTION 1:

INTRODUCTION

- 1.1 English Language and Linguistics Syllabus Aims and Learning Outcomes
 - 1.2 Nurturing the Desired Outcomes of Education Through English Language and Linguistics

1. INTRODUCTION

The English Language and Linguistics (ELL) course aims to develop students' understanding, use and appreciation of the English language. It is informed by the discipline of linguistics and involves the investigation of the nature of the English language and contemporary language issues.

1.1 ENGLISH LANGUAGE AND LINGUISTICS SYLLABUS AIMS AND LEARNING OUTCOMES

1.1.1 AIMS

The ELL course aims to encourage students to deepen their interest in, appreciation for and enjoyment of the use of English, as they:



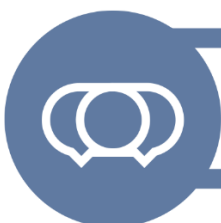
develop and apply their understanding of the concepts and methods appropriate for the analysis and study of the English Language

which strengthens critical and adaptive thinking skills



develop an understanding of language issues and debates, and respond critically to these issues

hence growing civic, global and cross-cultural literacy

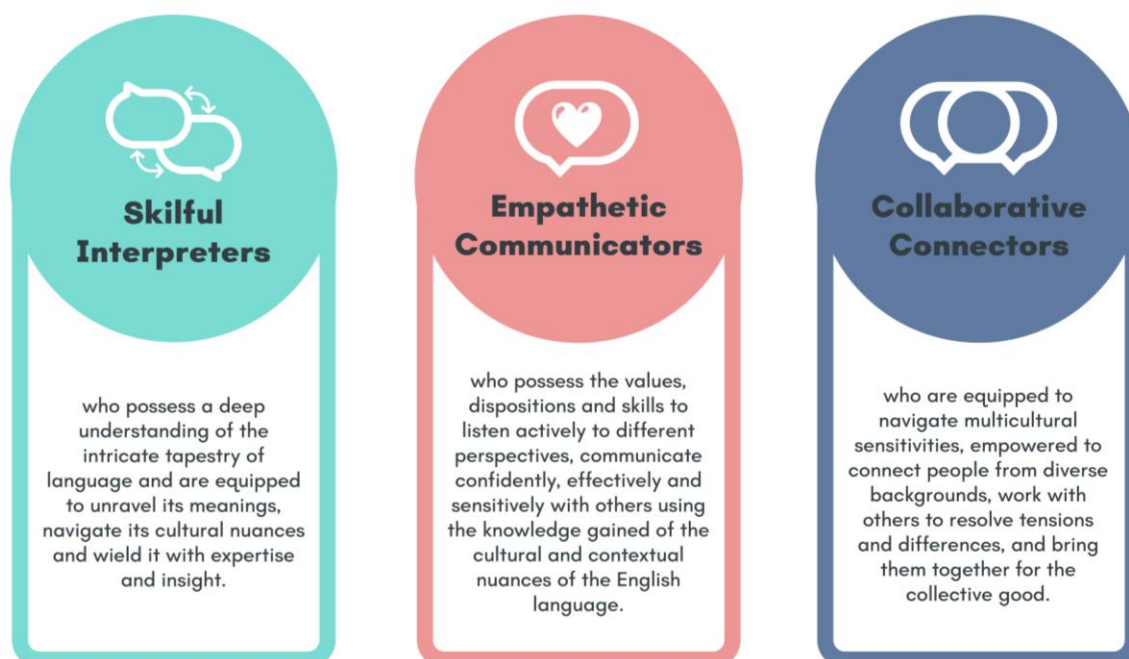


develop their skills as interpreters and producers of meaning

thus sharpening communication and collaboration skills

1.1.2 DESIRED LEARNER OUTCOMES

These are the desired learner outcomes for all ELL students:



1.1.3 LEARNING OUTCOMES (LO)

KNOWLEDGE AND SKILLS
By the end of the course, students will be able to:
LO 1 Apply their understanding of linguistic concepts, methods and approaches to the construction and analysis of meanings in different modes of communication¹
LO 2 Analyse and evaluate the influence of contextual and cultural factors in the production and reception of the English language
LO 3 Demonstrate expertise in the use of English which is informed by the study of linguistics
VALUES
The ELL course provides students with opportunities to further develop the following values:
• Respect through appreciating and engaging with diverse views of others, and using appropriate social conventions, registers and language choices in different contexts • Responsibility through making informed decisions and linguistic choices based on credible sources for accurate representation of ideas, information and people • Resilience through persevering in the pursuit of knowledge, understanding and personal growth in the course of navigating challenges in learning • Integrity through demonstrating ethical principles in the communication and attribution of ideas and information • Care through developing empathy for others in using language thoughtfully and purposefully to contribute to the community • Harmony through interacting and collaborating meaningfully and respectfully with others to achieve shared goals

¹ Modes of communication refer to written, spoken and multimodal texts.

DISPOSITIONS

The course provides students with opportunities to further develop the following dispositions in support of their disciplinary mastery and 21CC development:

- **Curiosity** to explore language issues, trends and patterns of language use
- **Openness** to consider new and different perspectives, as well as feedback for learning
- **Reflectiveness** to actively plan, monitor and assess their own learning to deepen understanding
- **Empathy** to understand and communicate in a way that is sensitive to the needs and views of others for effective communication

1.2 NURTURING THE DESIRED OUTCOMES OF EDUCATION THROUGH ENGLISH LANGUAGE AND LINGUISTICS

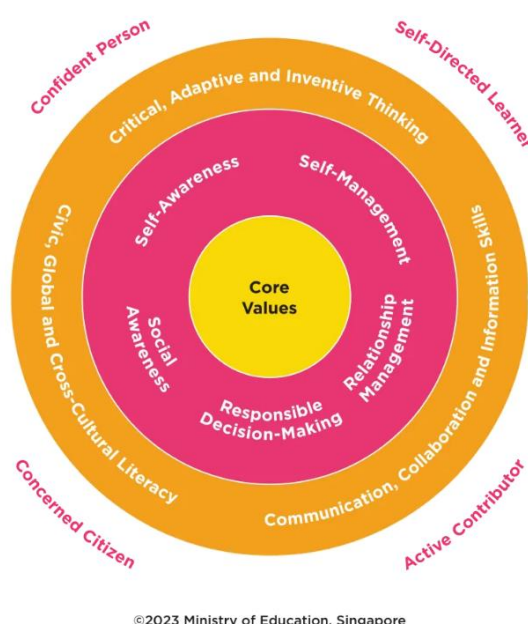


Figure 1: Framework For 21st Century Competencies and Student Outcomes

The ELL curriculum seeks to further support students in embodying the Desired Outcomes of Education, and grow as:

- **confident persons** who have a zest for life, a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgement, think independently and critically, and communicate effectively;
- **self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose;
- **active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence; and

- **concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation, and take active roles in improving the lives of others.

Additionally, the ELL curriculum hopes to nurture the following attributes in students:

- **a good sense of self-awareness**, having examined their own thoughts about language use, possible biases and prejudices they may have held of themselves and others based on the way language users speak, write and represent;
- **a good social awareness**, having practised writing for different audiences, contexts and cultures, and developing an acute sensitivity to the assumptions, thoughts and needs of others, and the impact that words have on the lives of others, particularly the minorities and marginalised;
- **a sound moral compass**, having studied the power of language to shape perspectives and behaviour, and having analysed and evaluated how others have used language whether consciously or subconsciously to empower and/or disempower others; and
- **the necessary knowledge, skills and dispositions to take on opportunities and challenges of the future** as students would have practised transferring their skills and knowledge to a range of diverse texts, and have written and studied writing for a range of purposes, audiences, contexts and culture.

SECTION 2:

CONTENT

2.1 Organisation of the Syllabus

2.2 Area of Study 1: Analysing Language Use

2.3 Area of Study 2: Investigating Language Use in Society

2. CONTENT

2.1 ORGANISATION OF THE SYLLABUS

The English Language and Linguistics course is made up of two areas of study:

- Area of Study 1 (AS1): Analysing Language Use; and
- Area of Study 2 (AS2): Investigating Language Use in Society.

The curriculum is designed for conceptual understanding. Concepts relevant to the study of ELL are presented below – they are referred to as overarching ideas and big ideas. The two areas of study deal with specific content and is designed to help students achieve a set of learning outcomes by the end of the course, and a deeper understanding of the concept(s).

2.1.1 OVERARCHING IDEAS AND BIG IDEAS IN ELL

Definition

Both overarching ideas and big ideas are timeless, universal, and transferable across situations and subjects. These characteristics distinguish them from facts and topics, which are locked in time, space and situation.²

Overarching ideas are very broad and can be applied across disciplines and areas of study. Big ideas, in contrast, are more discipline-specific, and provide a frame for learning specific content to achieve disciplinary depth. These overarching ideas and big ideas facilitate conceptual understanding and “form the ‘coat hangers’ on which students interpret and assimilate new ideas and relate and extend them”.³

Together, overarching ideas and big ideas allow students to make connections and see patterns, hence developing intellectual depth in their thinking and understanding.⁴

² Erickson, L., Lanning, L. & French, R. (2017). *Concept-Based Curriculum and Instruction for the Thinking Classroom*. California: Corwin.

³ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

⁴ Erickson, L. (2011). *Synergistic Thinking and Conceptual Understanding in the IB Programmes*. IBO.

Overarching Ideas in ELL

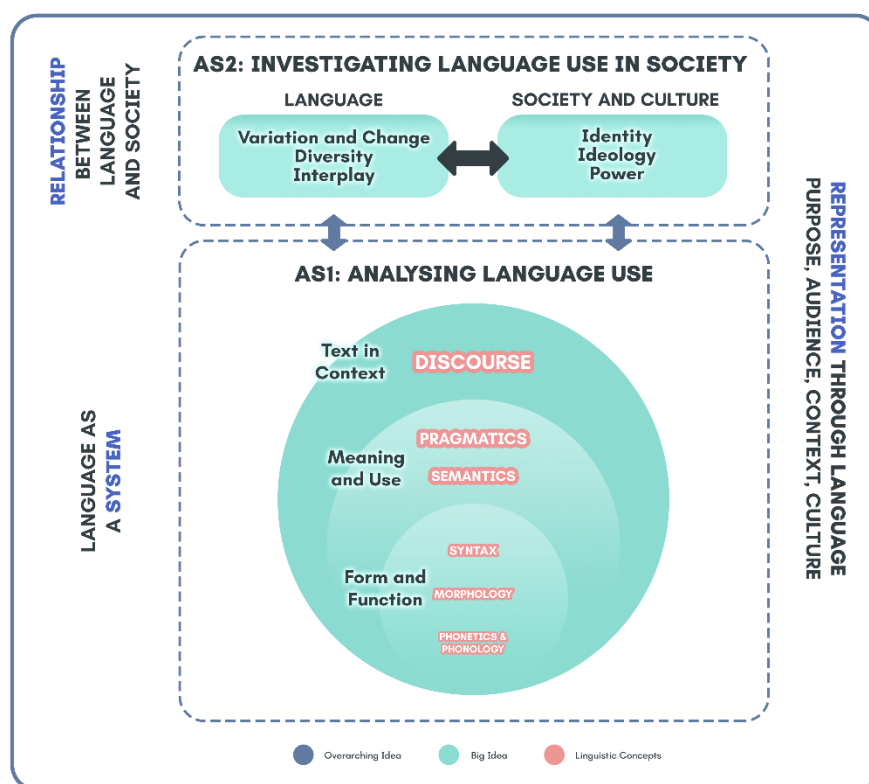


Figure 2: Design of ELL Curriculum

Overarching Idea 1: Language as a System

Students will be guided to understand that language is a system that:

- is made up of different parts (i.e., phonemes, morphemes, syntax, lexis, pragmatics, discourse) that work together to create meaning; and
- has 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.

Overarching Idea 2: Relationship Between Language and Society

After understanding how language works as a system, students will progress to develop an understanding of the relationship between language and society. In this area of study, students will be guided by these broader lines of inquiry:

- How do society and culture shape how language changes and varies within and across time and space?
- How does language influence societal beliefs, ideas, values and behaviours?

Overarching Idea 3: Representation

When students develop a good understanding of how language works as a system and has an intricate relationship with society, students will also then develop a deeper understanding of how language acts as a mode of representation. Students will consider how:

- institutions, ideas and people are represented by text producers through the careful choice of linguistics features;
- changes in society are represented in the language itself; and
- people and institutions use language to represent their ideologies, identities and power, and consider how language might be used as a tool to represent others.

Big Ideas Within the Areas of Study in ELL

1. *Form and Function*

Students will explore how language is made up of different parts that have different forms and functions. Teachers can begin with the teaching of form and function at the text, sentence, word, and sound levels (i.e., syntax, morphology, phonology, and phonetics).

2. *Meaning and Use*

Students will understand how language is used to create meaning and develop an understanding of how form and function, as well as meaning and use, are linked through the study of semantics and pragmatics.

3. *Text in Context*

Students will examine texts as the largest unit of linguistic structure produced and understand how they are used in various ways depending on the purpose, audience, context and culture.

4. *Variation and Change*

The act or process through which language becomes different.

5. *Diversity*

The variations in the English language that exist in the historical, geographical, social and temporal context.

6. *Interplay*

The reciprocal influence and interdependent relationship between language and society.

7. *Identity*

Often multi-faceted and complex, identity is often expressed through language use.

8. *Ideology*

The general set of beliefs, ideas and values of individuals, groups and society, and is often expressed and identified in language use.

9. **Power**

Signalled by how language users draw on linguistic resources in different ways to convey ideas, beliefs, and values, in order to enact relationships and influence beliefs and/or behaviour.

2.2 AREA OF STUDY 1: ANALYSING LANGUAGE USE

Introduction

In AS1, Analysing Language Use, students will learn about the nature of language as a meaning-making system and how language use varies according to purpose, audience, context and culture.

Students will understand that, through the use of language, people organise thoughts into communicative actions, present information so that it is accessible to others, represent the world, convey communicative intentions, engage in actions and interactions with one another, and convey their identities and relationships. The use of language will be examined in its immediate contexts of audience, purpose, subject matter, type of text and modes of communication.

Through the big ideas of *form and function*, *meaning and use*, and *text in context*, and in analysing language use, students will understand how various social and cultural factors influence the way people express themselves and communicate with one another.

This area of study comprises two sections:

- A. Analysing Language Use in relation to purpose, audience, context and culture
- B. Writing an Adaptation: Writing different types of texts for different audiences and purposes

Content: Knowledge and Skills to be Developed

A. Analysing Language Use in relation to Purpose, Audience, Context and Culture⁵

Students will study:

1. how language⁶ is used in different modes of communication, with reference to:
 - Planned and spontaneous texts
 - Formality and style
 - Setting (formal/informal)
 - Types of texts
 - The interface between language and other visual meaning-making resources

⁵ The following areas are not mutually exclusive and there could be some overlaps as students explore these different areas.

⁶ Language refers to the linguistic concepts and tools, e.g., lexis, syntax and discourse strategies. The list of linguistic concepts and tools to be studied can be found on page 15.

- o Visual analysis could take into account features such as graphical devices, action, concept, angle, framing, colour, gaze, layout and reading path⁷
2. how language is used by text producers to construct and reflect social relationships, including constructing and reflecting:
- attitudes, feelings, values
 - social norms
 - the relationship between text producer(s) and text receiver(s)/participant(s) (social distance: intimate/distant; status: superior/subordinate)
3. how language is used to represent people, events and ideas, with reference to:
- purpose (e.g., persuade, inform, instruct, entertain)
 - topic (high/low information content; high/low affective content)
 - subject matter
 - depth⁸ and angle of representation (e.g., of institutions, events and issues)

B. Writing an Adaptation: Writing different types of texts for different purposes and audiences

Drawing on their understanding of a range of texts, students will explore writing different types of texts for different purposes and audiences. Examples include:

- Writing to describe, explain and/or inform (e.g., a magazine article on an exotic travel destination; a blog post for graduating students on how to choose a college)
- Writing to advise/instruct (e.g., a webpage on how to study for an examination; an article on “how to organise an exciting camp for children”)
- Writing to persuade (e.g., an appeal for schools to operate on a 3-day week)

Students will apply their knowledge of contextual factors as well as linguistic concepts and tools to analyse, evaluate and produce different types of texts for different purposes and audiences.

⁷ Written/spoken and multimodal texts will feature in the examination, but students will not be required to analyse or evaluate non-linguistic features in multimodal texts.

⁸ Depth of representation refers to the level of detail and/or technicality.

Linguistic Concepts and Tools

Students will study the following linguistic concepts and tools:

1) Phonetics and Phonology

- IPA for English
- Overview of how sounds (vowels and consonants) are produced
- Prosodic features: stress (at word and sentence levels), intonation, rhythm, tempo/pace, volume, pitch

2) Morphology

- Word formation processes: prefixing, suffixing, inflection, compounding, conversion, clipping, acronym, blending, borrowing
- Word formation rules

3) Syntax

- Types of word class: function words (determiners, prepositions, conjunctions, auxiliary verbs, pronouns), lexical words (nouns, verbs, adjectives, adverbs)
- Elements of a sentence: subject, verb, object, complement, adverbial, obligatory and optional elements
- Sentence types based on complexity (simple, compound, complex) and mood/form (declarative, interrogative, imperative, exclamative)

4) Semantics

- Denotational and connotational meaning, semantic fields, synonyms, antonyms, hyponyms, collocation, figurative language, processes of semantic change, context dependence, levels of formality: formal (e.g., jargon), informal (e.g., colloquialisms, slang, abbreviations)

5) Pragmatics

- Accommodation Theory (speech convergence and divergence), Grice's Co-operative Principle (be true, be brief, be relevant, be clear)

6) Discourse Analysis

- Unity of structure (theme, rheme, thematic progression), unity of texture (cohesive devices such as reference, lexical cohesion, conjunction, substitution, ellipsis etc.), genre, register, field, mode, tenor
- Conversational analysis: turn-taking (turn-taking strategies, transition relevance place), the structure of interactions (pre-sequences, adjacency pairs, repair sequences, insertion sequences, preferred and dispreferred sequences, politeness strategies)

- Forms and functions of non-verbal aspects of speech: stress, intonation (rising, falling), rhythm, pace, volume, pitch

2.3 AREA OF STUDY 2: INVESTIGATING LANGUAGE USE IN SOCIETY

In AS2, Investigating Language Use in Society, students will learn about the relationship between language and society, as well as how language is used to represent people's and institutions' ideology, identity and power.

This area of study focuses on the investigation of language as a dynamic entity and its place in society. It demands a more sophisticated understanding of language use in its wider social, geographical, and temporal contexts. Students will discuss language issues from a variety of perspectives, drawing on concepts they have learnt and their observations and experiences of language use. To understand how language shapes and is shaped by society, students will also examine the impact of developments like globalisation, new media and political correctness on language change, culture and identity.

To guide students to form a deep understanding of how language is used in society, AS2 is divided into two sections:

- A. **Language Variation and Change** and
- B. **Language, Culture and Identity**

In AS2A, Language Variation and Change, students will understand how and why language changes and varies across social, geographical and temporal contexts. The big ideas of *change and variation*, *diversity* and *interplay* will guide students to identify the trends and patterns of language use, and the factors that drive change and variation in the English language.

In AS2B, Language, Culture and Identity, students will understand how attitudes, identities, values and cultures are conveyed through language use. The big ideas of *ideology*, *identity* and *power* will guide students to understand the forces that shape language use in different social contexts.

Students should draw on their understanding of how different texts are constructed (from AS1, Analysing Language Use) to infer the underlying social and cultural relationships at work.

2.3.1 SECTION A: LANGUAGE VARIATION AND CHANGE

Content: Knowledge and Skills to be Developed

Students will study:

- a. reasons for language variation and language change, such as
 - speakers' attitudes to, and adoption or rejection of, particular linguistic features and language varieties
 - new concepts that need to be named
 - religious, economic and political motivations
- b. notable examples of language change (i.e., historical, recent or ongoing changes that had/have arisen from significant social, cultural and/or political circumstances) in the following areas:
 - spelling
 - syntax
 - lexis (addition, borrowing, loss of words)
 - meaning and etymology (semantic change: broadening, narrowing, meaning shifts)
 - pronunciation
 - conventions and style (e.g., conventions for using mobile phones; aspects of netiquette; conventions of radio and television programmes)
- c. terms and concepts related to language variation
 - vernacular, national language, standard language, lingua franca, pidgin, creole, dialect, sociolect, idiolect, variety, style, register, code-switching, code-mixing, diglossia, speech community
- d. variation in the English language
 - regional, social and stylistic variation
 - how new varieties of English reflect the societies they are situated in (e.g., lexical items required by the local context, the influence of other indigenous languages)
- e. attitudes to different varieties of the English language
 - the classification of different varieties of English (e.g., standard English, new Englishes, pidgins, creoles) and how it reflects attitudes towards those varieties
 - the role of standard varieties of English in society

- f. Standard Singapore English (SSE) and Colloquial Singapore English (CSE)⁹
 - the various roles and functions of SSE and CSE in Singapore
 - lectal continuum, diglossia, cultural orientation
 - competing or complementary varieties
- g. English as a global language
 - contributing factors (e.g., globalisation, new media)
 - consequences of the worldwide spread of English (e.g., language loss, death of minority languages)
- h. the impact of new communications technology on the use of the English language
 - language of the digital age (e.g., incorporation of images, sound and motion; non-linearity)

2.3.2 SECTION B: LANGUAGE, CULTURE AND IDENTITY

Content: Knowledge and Skills to be Developed

Students will study:

- a. how culture and language influence one another
 - (i) culturally-based ways of speaking and writing
 - (ii) how language can affect the thought processes of its speakers and predisposes them to certain perspectives
- b. the use of language to convey, influence and even construct how we understand and respond to society and culture

Some examples of linguistic tools and concepts that can be used for such purposes: personal pronouns; modifiers; simple and complex syntactic structures; connotations; implicatures; presupposition; metaphor and other rhetorical devices; jargon; slang; taboo expressions; euphemism; names; systems of address; features of non-standard varieties; transitivity; political correctness; code-switching; code-mixing; “borrowed” variety; crossing; marked terms; collocations; semantic derogation; hesitations; hedges; intensifiers; super polite forms; tag questions; disclaimers; deictic phrases.

- (i) how language is used to reflect or transmit particular characteristics of individuals, groups and institutions
 - aspects of identity: age, ethnicity, gender, social class and where relevant, occupation and role in society

⁹ Also referred to as Singlish.

- whether the English language possesses or has acquired any features that convey expectations, stereotypes, bias or other pre-conceived notions such as supposedly gender-neutral job titles and politically correct expressions
- (ii) how language is used to shape perspective and behaviour for specific purposes and/or reasons in
- representing people, institutions, events and issues
 - to determine how something is perceived; to highlight or obscure particular characteristics
 - *Such as for promoting and denigrating*
 - creating, reinforcing and/or challenging values and attitudes
 - to maintain, challenge or re-appropriate the status quo (e.g., power structures; social expectations such as stereotypes)
 - *Such as for preserving conformity; empowering individuals/groups*
 - including and excluding others
 - to encourage identification with an individual/group; to differentiate an individual/group from others
 - *Such as for fostering solidarity; reinforcing notions of status and prestige*

SECTION 3:

PEDAGOGY

- 3.1 Beliefs and Principles Underpinning the Teaching and Learning of ELL
 - 3.2 Teaching for Conceptual Understanding in ELL
- 3.3 Recommended Pedagogical Approaches for ELL
 - 3.4 Technology-Enabled Learning in ELL

3. PEDAGOGY

3.1 BELIEFS AND PRINCIPLES UNDERPINNING THE TEACHING AND LEARNING OF ENGLISH LANGUAGE AND LINGUISTICS

While the focus of ELL differs from English language learning, it draws on the strong foundation of English language learning laid at the primary and secondary levels. The learning experiences in the ELL classroom will continue to provide students with ample opportunities to learn, use and analyse language appropriately and meaningfully in a variety of contexts, and support the transition of students' learning from the teaching of English Language at the upper secondary level.

3.1.1 THE SINGAPORE TEACHING PRACTICE

The Singapore Teaching Practice (STP) is a model that makes explicit how effective teaching and learning is achieved in Singapore. Anchored on the notion of teaching as a profession, the STP draws on Singapore educators' beliefs about how students learn, and teachers teach. It is represented in the form of an orchid to reflect the Singapore context within which teachers practise their craft.



Figure 3: The Singapore Teaching Practice

ELL teachers are guided by the STP and the Principles for the Teaching and Learning of ELL in considering their pedagogical approaches. To enable students with different learning needs and interests to achieve the learning outcomes, ELL teachers build positive classroom culture, engage in lesson preparation, lesson enactment as well as assessment and feedback.

3.1.2 PRINCIPLES FOR THE TEACHING AND LEARNING OF ELL

Contextualisation

Contextualisation involves designing meaningful learning experiences for ELL students to learn about the English language, its use, and relationship with society in authentic and meaningful contexts.¹⁰

Learner-centredness

Learner-centredness means putting learners at the heart of the teaching and learning process, and empowering them to take charge of their learning. ELL students will learn through differentiated teaching approaches that consider the different interests, levels of readiness and learning profiles.

Integration

Integration involves the teaching of linguistic concepts and tools, and language issues in an integrated way.

Spiral Progression

To achieve Spiral Progression, students are instructed and revisit skills, linguistic concepts and tools, and language issues at increasing levels of difficulty and sophistication.

3.2 TEACHING FOR CONCEPTUAL UNDERSTANDING IN ELL

The ELL course is designed for teachers to teach for conceptual understanding, such that students can transfer their learning in two main ways: *academic transfer* and *real-world transfer*.¹¹ *Academic transfer* refers to students' ability to apply and transfer understanding from one learning task to another, and *real-world transfer* refers to the ability to transfer their learning to real-world contexts and issues. The key goal of teaching for conceptual understanding is that students will be able to view the world outside the classroom with a broader and more-informed lens, and address issues that arise beyond the structured confines of academic tasks set by teachers.

ELL students will encounter two distinct types of concepts: 1) *overarching ideas and big ideas*, which are concepts that are not discipline-specific and can be transferred across disciplines, and 2) *linguistic concepts*, which provide disciplinary depth. Both types of concepts will equip students with the conceptual lens to think about and organise knowledge of ELL in meaningful ways.

In teaching for conceptual understanding, learning experiences are designed to allow students to process information at a factual level while also identifying broader patterns and developing deeper, transferable insights into conceptual relationships. For example, in

¹⁰ Ministry of Education, Singapore. (2020). *English Language Syllabus, Secondary (Express / Normal Academic)*.

¹¹ Stern, J., Ferraro, K. & Mohnkern, J. (2017). *Tools for Teaching Conceptual Understanding, Secondary: Designing Lessons and Assessments for Deep Learning*. California: Corwin Press.

Language, Culture and Identity (AS2B), understanding the concept of “power” allows students to examine how an individual’s, group’s or institution’s authority influences and/or shapes language choices in both conscious and unconscious ways. Students’ strong understanding of linguistic concepts would allow them to explore how power is used to influence others, through choices made by the user, whether it be in the choice of pronunciation (e.g., Labov’s rhoticity study) or in larger patterns at the discourse level (e.g., Fairclough’s informalisation of discourse).

3.3 RECOMMENDED PEDAGOGICAL APPROACHES FOR ELL

The recommended pedagogical approaches for ELL are:

- Explicit Instruction;
- Collaborative Learning; and
- Learning through Inquiry.

Explicit Instruction

Explicit instruction is a structured approach to teaching that focuses on incremental progress, assessing student comprehension, and fostering active and successful involvement from all students.¹² It involves building on what students know and deliberately equipping them to take incremental ownership of their own learning.

Collaborative Learning

Collaborative learning is a student-centred, coordinated, reciprocal and interactive approach to teaching and learning. It involves students of diverse backgrounds, knowledge, ideas and interests working together in a process to complete a task, achieve a shared learning goal or address an issue.

Learning through Inquiry

Learning through inquiry is a way of looking at the world, a questioning stance that students take when they strive to learn something that is unknown.¹³ By inviting students to the learning experience through key questions, students are engaged actively and deeply in the learning process.¹⁴ Through developing inquiry skills, ELL students deepen their understanding of linguistics as a discipline.

¹² Rosenshine, B. (1987). “Explicit Teaching and Teacher Training”. *Journal of Teacher Education*, 38(3), 34-36.

¹³ Parker, D. (2007). *Planning for Inquiry: It's Not an Oxymoron!* National Council of Teachers of English.

¹⁴ Miftari-Fetishi, I. & Lutfiu-Kadriu, L. (2022). Inquiry-Based Learning: Practicing Language Teaching Through Questioning. *Knowledge – International Journal*, 49(2), 255-262.

3.4 TECHNOLOGY-ENABLED LEARNING IN ELL

The three recommended pedagogical approaches can be facilitated using e-Pedagogy, the practice of teaching with technology for active learning to create a participatory, connected, and reflective classroom to nurture future-ready learners. The use of technology in the ELL classroom encourages students to be self-directed, collaborative, and learn in a continuous and iterative manner. For example, technological tools that allow for collaboration and annotation provide the space for ELL students to analyse texts individually and collaboratively, and track ideas and understanding of conceptual relationships over time to facilitate transfer to other contexts.

In addition, technology allows greater personalisation of learning for ELL students, providing them with autonomy and enabling them to learn anytime and anywhere, and at their own pace. Online learning management systems support the use of a wider range of authentic resources and contexts from multimodal sources for linguistic analysis and discussion in the ELL classroom.

SECTION 4:

ASSESSMENT

Formative and Summative Assessment in English Language and Linguistics

4. ASSESSMENT

Formative and Summative Assessment in English Language and Linguistics

Assessment is an integral part of the teaching and learning process and must be aligned closely with curricular objectives, content and pedagogy. It involves gathering and analysing evidence of student learning, including 21st Century Competencies development, to enhance teaching practices and student outcomes. Learning is enhanced when information gathered from assessment serves as feedback for teachers to modify instructional practice, and for students to reflect on their strengths and areas for growth.

During the learning process, ELL teachers use formative assessment to understand whether students have a sound understanding of linguistic concepts, language issues, and the ability to apply this knowledge to analyse, interpret, and create texts, as well as to respond to assigned tasks. This approach provides valuable insights for both teachers and students, highlighting areas of strength and areas for further learning.

Formative assessment occurs during instruction and can take the form of in-class questioning, group discussions, quizzes, projects, written assignments and topical tests. Effective formative assessment requires timely, specific feedback from teachers and peers, clear assessment objectives, student understanding of success criteria and opportunities for self and peer assessment. Students develop self-directed learning through understanding their progress and addressing learning gaps. The supportive classroom environment encourages students to take ownership of their learning journey.

Both formative and summative assessment inform and support teaching and learning. A balance between formative and summative assessment practices is necessary to achieve teaching and learning goals in the ELL classroom. For example, assessment tasks and/or activities modelled on summative assessment (e.g., the essay question, the adaptive writing piece and commentary) can be used for formative purposes throughout the year. Such adaptations of summative assessment tasks are accompanied by sound feedback practices and are not the only means by which students' learning progress is measured.

School-based assessment and national examinations serve distinct purposes in our education system. A balanced, learner-centred assessment plan enables teachers to monitor student progress regularly, gather evidence to improve teaching practices and implement both formative and summative assessments aligned with syllabus aims.

For national summative assessment details, please refer to the A-Level H2 ELL Examination Syllabus on the SEAB website.

SECTION 5:

ACKNOWLEDGEMENTS AND REFERENCES

5.1 Acknowledgements

5.2 References

5. ACKNOWLEDGEMENTS AND REFERENCES

5.1 ACKNOWLEDGEMENTS

The Curriculum Planning and Development Division, Ministry of Education, wishes to acknowledge the contributions of the teachers, Heads of Department, lecturers and institutions that participated in the process of the development and refinement of the H2 English Language and Linguistic syllabus.

We would like to record our thanks to the following:

Consultants

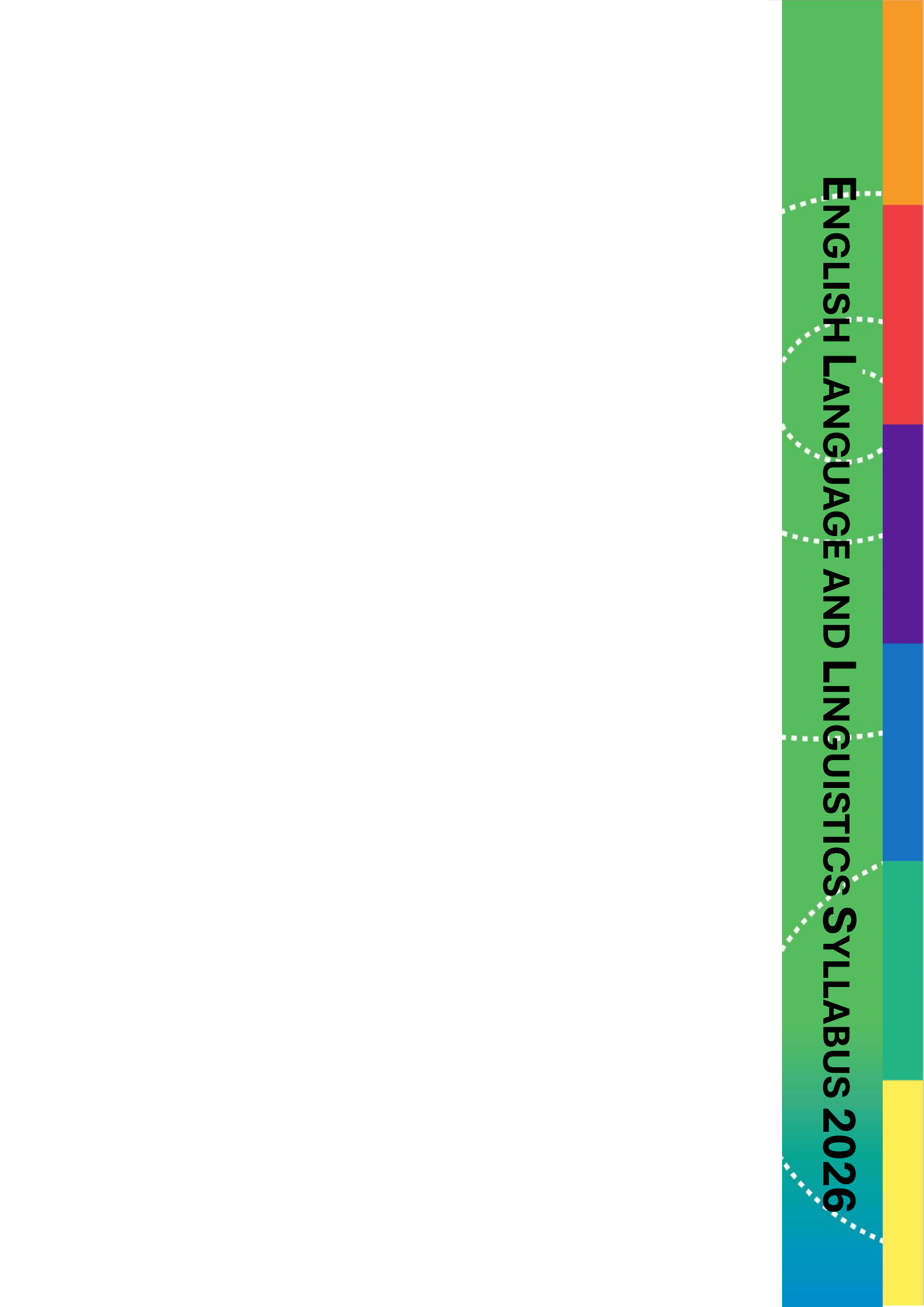
- H2 English Language and Linguistic Syllabus Development Committee

Schools

- Anglo-Chinese Junior College
- Catholic Junior College
- Dunman High School
- Hwa Chong Institution
- National Junior College
- Raffles Institution

5.2 REFERENCES

- 21CC Office, Ministry of Education, Singapore. (2023, September 20). 21st Century Competencies. Ministry of Education (MOE). <https://www.moe.gov.sg/education-in-sg/21st-century-competencies>
- Erickson, L., Lanning, L. & French, R. (2017). *Concept-Based Curriculum and Instruction for the Thinking Classroom*. California: Corwin.
- Erickson, L. (2011). *Synergistic Thinking and Conceptual Understanding in the IB Programmes*. IBO.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.
- Miftari-Fetishi, I. & Lutfiu-Kadriu, L. (2022). Inquiry-Based Learning: Practicing Language Teaching Through Questioning. *Knowledge – International Journal*, 49(2), 255-262.
- Ministry of Education, Singapore. (2020). *English Language Syllabus, Secondary (Express / Normal Academic)*.
- Parker, D. (2007). *Planning for Inquiry: It's Not an Oxymoron!* National Council of Teachers of English.
- Rosenshine, B. (1987). Explicit Teaching and Teacher Training. *Journal of Teacher Education*, 38(3), 34-36.
- Stern, J., Ferraro, K. & Mohnkern, J. (2017). *Tools for Teaching Conceptual Understanding, Secondary: Designing Lessons and Assessments for Deep Learning*. California: Corwin Press.



ENGLISH LANGUAGE AND LINGUISTICS SYLLABUS 2026