ENGLISH LANGUAGE SYLLABUS

PRIMARY Foundation English

SECONDARY Normal (Technical) Course

Implementation starting with
2020 Secondary One Cohort

MINISTRY OF EDUCATION
SINGAPORE

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DARWEN
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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 Primary (Foundation) and Secondary (Normal [Technical]) is designed for students offering Foundation English (FEL) at Primary 5 and 6, and Normal (Technical) (N[T]) English from Secondary 1 to 4. These students will benefit from a syllabus which focuses on strengthening the foundation of language learning and allows them to attain mastery of language skills at an appropriate pace. In addition, this differentiated syllabus aims to equip students with crucial higher-order skills which will stand them in good stead as they engage in lifelong learning to keep pace with the demands of a fast-changing world.

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.

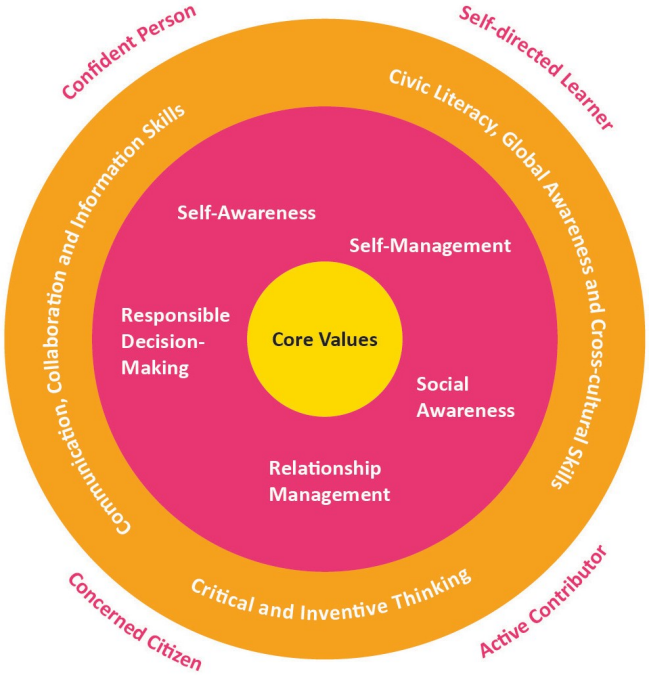
Globally, the increasingly competitive international environment calls for an even greater need for linguistic and communicative competence, adaptability and flexibility. Economic and employment trends are also changing the way English is used.[1] In recent years, the rapid development in information technology has shaped our understanding of literacy[2] and linguistic skills in English to include multiliteracies.[3]

[1] Committee on the Future Economy (CFE) Report, 10 February 2017; Bakhshi, Downing, Osborne & Schneider (2017).
[2] UNESCO (2005).
[3] New London Group (1996); Anstey & Bull (2006); and 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



Framework for 21st Century Competencies and Student Outcomes[4]
© Ministry of Education, 2014

[4] For more information on the Framework for 21st Century Competencies and Student Outcomes, access https://www.moe.gov.sg/docs/default-source/ document/education/21cc/files/annex-21cc-framework.pdf

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:

Empathetic communicators	Discerning readers	Creative inquirers
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.	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, critically and with discernment according to purpose, audience, context and culture.	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.

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

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

Specific Aims of *EL Syllabus 2020*

The overarching aim of the EL Syllabus 2020 is to develop effective and affective[5] language use in students. For students offering FEL or N(T) EL, emphasis is placed on reinforcing their foundation in English in order to help them gain mastery in using language for functional purposes[6] and strengthen their academic literacy[7] in the following areas:

1. **Listen to, read and view critically and with accuracy, understanding and appreciation a suitable range of literary and informational texts in standard English[8] 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.**

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5 Andres (1999); Aoki (1999); Dörnyei & Otto (1998).
6 UNESCO (2005); Canale & Swain (1980); Hymes (1972).
7 Academic literacy refers to the use of language for academic purposes, including an understanding of texts in the different subject areas.
8 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.

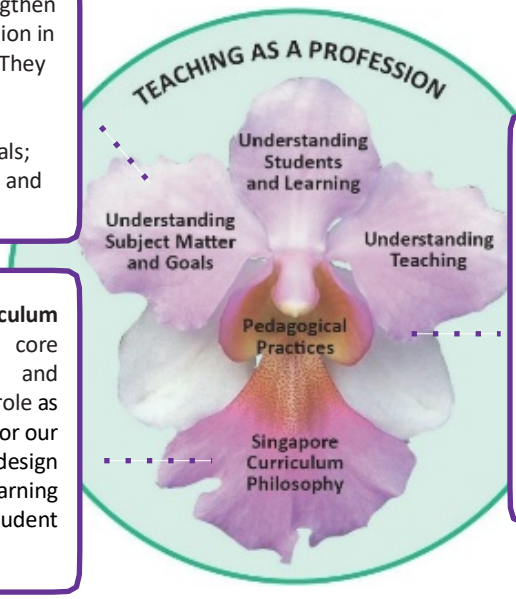
Drawing on the Singapore Teaching Practice to Develop 21st Century EL Learners[9]

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.

The **Knowledge Bases** strengthen the theory-practice connection in our daily teaching practice. They provide teachers with an understanding of:

1. Subject Matter and Goals;
2. Students and Learning; and
3. Teaching.

The **Singapore Curriculum Philosophy** describes our core beliefs about teaching and learning, and our students' role as learners. These beliefs anchor our practices, and guide our design and enactment of learning experiences so that every student is an engaged learner.



The **Pedagogical Practices** comprise four fundamental Teaching Processes that lie at the heart of good teaching. These are:

1. Positive Classroom Culture;
2. Lesson Preparation;
3. Lesson Enactment; and
4. Assessment and Feedback.

Effective pedagogical practices are underpinned by our curricular beliefs and professional knowledge bases.

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Singapore Curriculum Philosophy	In the *EL Syllabus 2020*, 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 *EL Syllabus 2020*, the principles of EL teaching and learning are encapsulated in CLLIPS.[10] 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 *EL Syllabus 2020*, ACoLADE,[11] 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 teachers in the design and enactment of instruction and learning experiences differentiated for the 21st century EL classroom.

[9] For more information on the Singapore Teaching Practice, access https://www.moe.gov.sg/about/singapore-teaching-practice

[10] CLLIPS refers to the six principles of EL teaching and learning – **C**ontextualisation, **L**earner-centredness, **L**earning-focused Interaction, **I**ntegration, **P**rocess Orientation, **S**piral Progression.

[11] ACoLADE refers to EL teaching processes to be employed during the pre-, main and post phases of EL lessons – Raising **A**wareness, Structuring **Co**nsolidation, Facilitating Assessment for **L**earning, 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 for students offering FEL or N(T) EL is to strengthen their foundation in English at the upper primary and lower secondary levels, and use the language at an increasingly sophisticated level at the upper secondary levels. To help students become effective language users, the *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.[12] *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 help students offering FEL or N(T) EL revisit and reinforce foundational knowledge of grammar and vocabulary which are the building blocks of language.

[12] Kress & Leeuwen (2001).

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

  Teachers will facilitate personal responses to texts, which could include contemporary issues, to promote exploratory talk. Such social engagement will encourage respectful, confident exchanges according to social conventions, 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 culture[13] in which communication takes place.**

  Language use is situated in different social contexts to serve different purposes. Awareness of the nature of the relationship among language participants (audience) and the semiotic modes of communication influences 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.[14] 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 learning environment, such as the Singapore FEL or N(T) classroom, teachers are encouraged to adopt a principled blend of first language (L1) and second language (L2)[15] 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

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13 Halliday (1975, 1985); Halliday & Hassan (1985); Derewianka (1990); Derewianka & Jones (2012, 2016).
14 Freebody & Luke (1990).
15 Lightbrown & Spada (2013).

perspectives relate to different semiotic modes in all areas of language learning.[16]

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.[17]

- **Language learning involves cognitive information processing[18] and the use of metacognitive[19] strategies 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.

  By modelling the use of learner strategies and thought processes, teachers guide students to acquire the habits of independent learning. The aim is to help students become self-directed and self-efficacious learners[20] *who deploy strategies and resources before, during and after learning in processing and responding to information.*

- **Language learning is deepened through exploratory talk in a variety of ways, including inquiry through dialogue[21].**

  As part of the process of deepening exploratory talk, teachers will facilitate student collaborative learning[22]*, 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 high-interest and age-appropriate texts which are meaningful and culturally relevant. They include texts with Singaporean, Asian, contemporary and international themes and perspectives to broaden students' worldviews and enable them to make connections to real-world issues. Issues of culture could also be examined through texts.

  In the selection and use of texts, teachers need to include a wide range of texts which serve different purposes. The suggested range of texts[23] *to be used across all areas of language learning and year levels include:*

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16 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).
17 Derewianka & Jones (2012, 2016).
18 Goh & Silver (2006); Arnold, Kaiser, Kahn & Kim (2013).
19 Flavell (1976); Pressley & Gaskins (2006).
20 Schunk & Zimmerman (1997).
21 Dewey (1938); Hillocks (1999); Wilhelm (2016).
22 Kohonen (1992).
23 Derewianka (1990); Derewianka & Jones (2012, 2016).

- *texts that entertain and/or reflect on life;*
- *texts that recount what happened;*
- *texts that instruct;*
- *texts that describe and inform;*
- *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).*[24]

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:[25]

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

Integration of Skills and Renewed Emphases in the AoLL

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

The integration of receptive and productive skills serves to strengthen foundational literacy, provides the context for oral and written communication and facilitates the incorporation of different semiotic features for effective text creation.

In listening and speaking, students offering FEL or N(T) EL learn to understand and apply the conventions of speech and social interaction. They develop positive dispositions and social skills to respond and interact with confidence, empathy and respect. Students also strengthen their auditory discrimination for oral language development at both sentence and text level. Emphasis is placed on helping students develop accuracy and fluency in communication, and metacognition to self-appraise and self-regulate their listening comprehension and spoken

[24] Derewianka & Jones (2012, 2016); Freedman & Medway (1994).
[25] International Reading Association (2012).

discourse.

In reading and viewing, teachers pay particular attention to the use of fix-up strategies, together with word study, to help students master foundational reading skills and prepare them for the challenges of academic reading[26] as they progress up the year levels. Repeated reading provides time for students to internalise and process what is read. Reading extensively, on the other hand, helps build literacy skills through practice during leisure reading. Students are provided with the opportunities to read and view, not only widely but also extensively, a wide array of high-interest and age-appropriate texts. This helps students strengthen their close and critical reading and viewing skills, reinforces their information and media literacy skills, and allows them to apply metacognitive strategies to gain control over their learning.

In the FEL and N(T) EL classroom, writing provides opportunities for language practice with appropriately scaffolded instruction and teacher guidance, so as to help students co-construct and develop their ideas. Students produce a selected set of cohesive and coherent texts with a greater focus on authentic situations of language use. Students also learn to utilise print, non-print and digital resources so that they meaningfully engage readers by communicating with effect and attention to affect.[27] Students are encouraged to convey their personal responses to texts, experiences/situations and popular topics/issues, so as to develop personal points of view, and strengthen elaboration and persuasion skills when writing and representing. In modelling the composing process, teachers help strengthen the use of metacognitive skills.

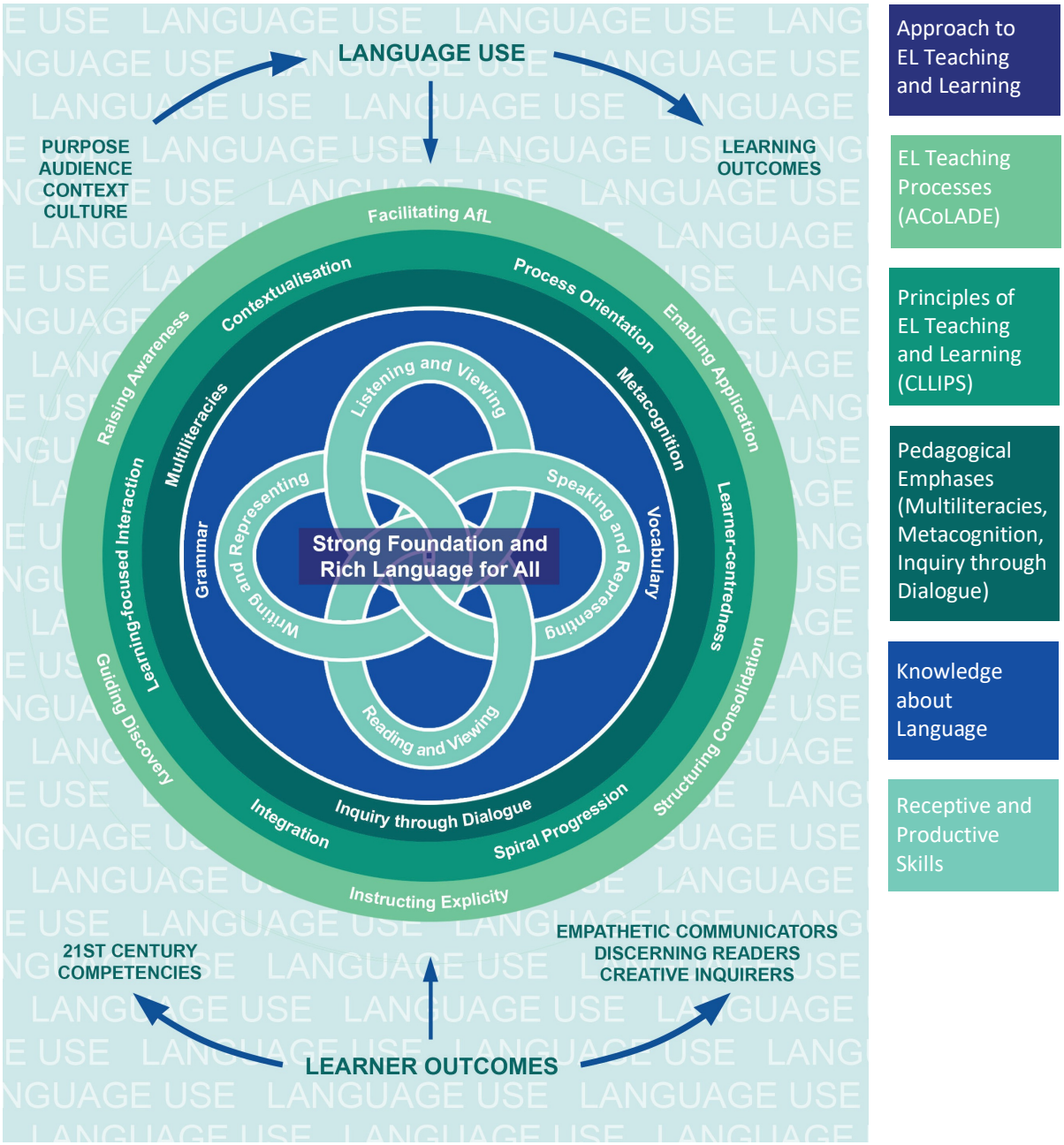
Knowledge of grammar and vocabulary is integral to acquiring a strong foundation in the language to enable effective communication. Students are to regard grammar and vocabulary as resources[28] to help them effectively express themselves and convey their ideas. The study of grammar and vocabulary includes 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, so that students can move on to the more complex language functions and purposes such as to argue, evaluate and persuade at the higher year levels and 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 modes[29] 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.

[26] Lewis & Reader (2009).
[27] Hayes (2004).
[28] Halliday & Hassan (1985).
[29] New London Group (1996); Anstey & Bull (2006); Bull & Anstey (2010); Chia & Chan (2015).

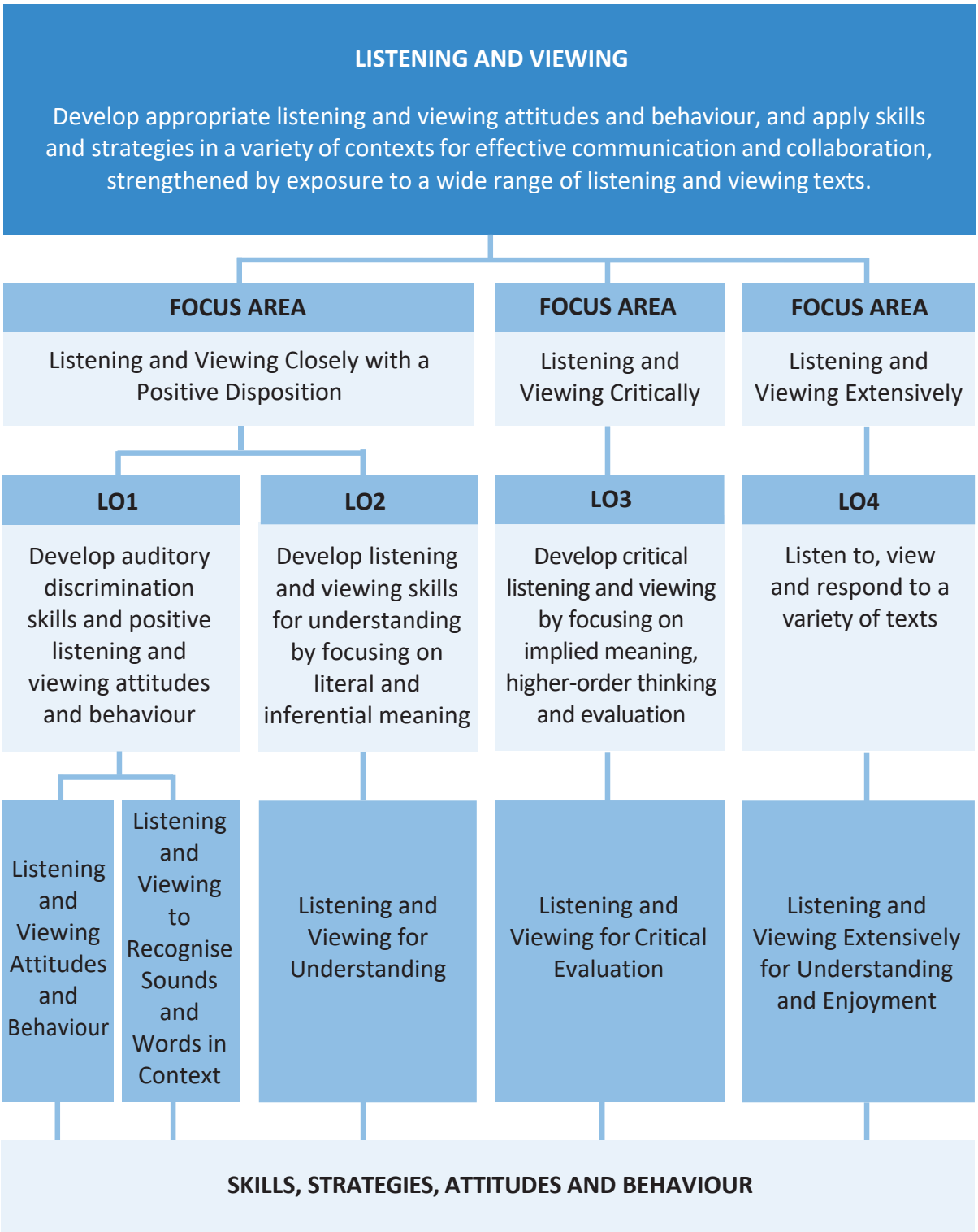
Summary Features of *EL Syllabus 2020*

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



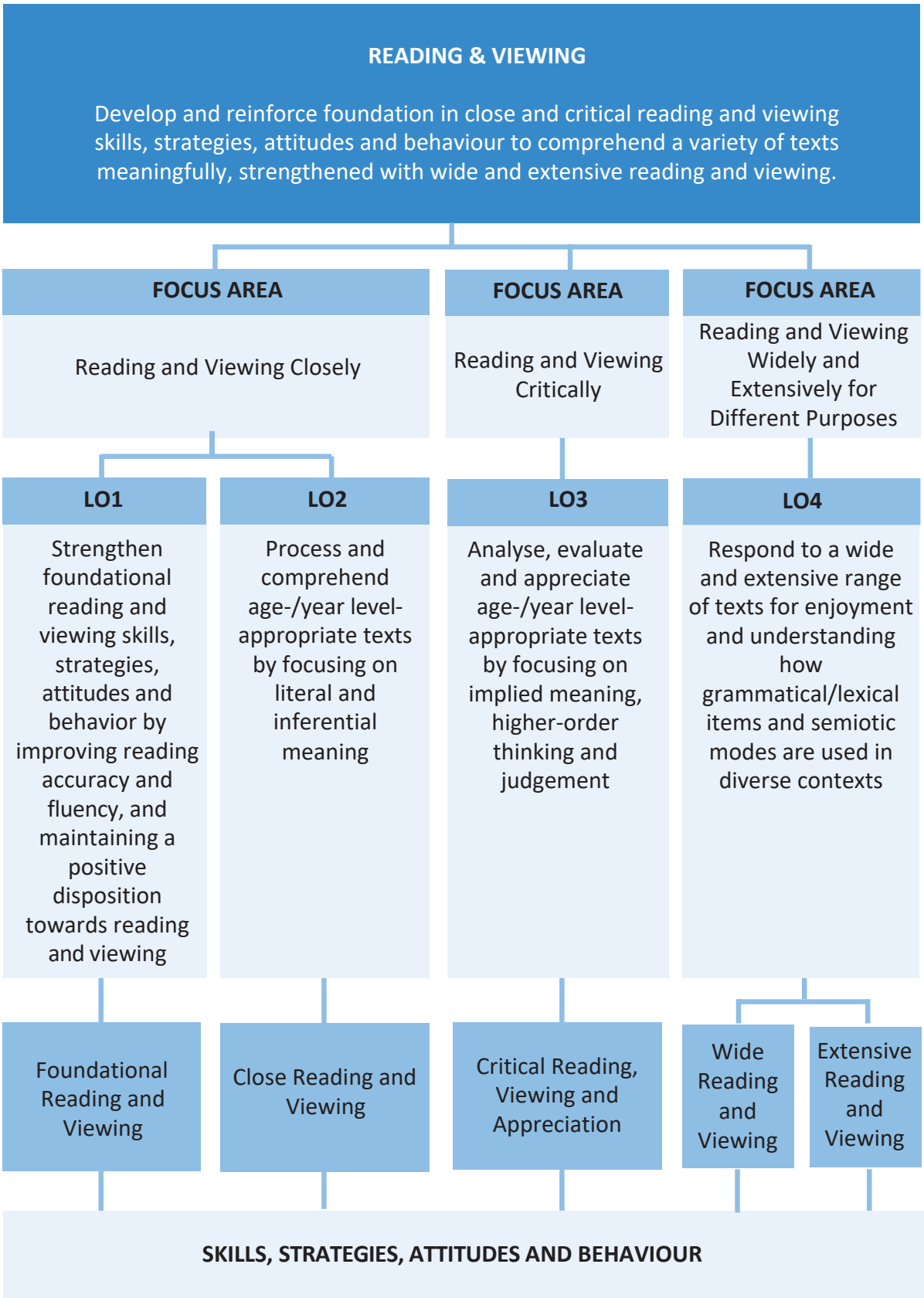
Overview Charts

Progression of Skills from Primary 5 FEL to Secondary 4N(T)

<table>
<tr><th rowspan="3">AREA OF LANGUAGE LEARNING</th><th rowspan="3">FOCUS AREAS</th><th colspan="6">PRIMARY</th><th colspan="6">SECONDARY</th></tr>
<tr><th colspan="6">FEL</th><th colspan="3">LOWER SECONDARY</th><th colspan="3">UPPER SECONDARY</th></tr>
<tr><th colspan="3">P5</th><th colspan="3">P6</th><th colspan="2">S1N(T)</th><th colspan="2">S2N(T)</th><th colspan="2">S3N(T)</th><th colspan="2">S4N(T)</th></tr>
<tr><td rowspan="4">Listening and Viewing</td><td rowspan="3">Listening and Viewing Closely with a Positive Disposition</td><td colspan="12">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.</td></tr>
<tr><td colspan="6">Develop perception and recognition of sounds and words in context through identification of key words, prosodic features and non-fluency features of spoken language.</td><td colspan="6">Strengthen perception and recognition of words in context through identification of key words, prosodic features and non-fluency features of spoken language.</td></tr>
<tr><td colspan="8">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.</td><td colspan="4">Listen and view for understanding increasingly more complex information by applying the full range of listening and viewing skills and learner strategies.</td></tr>
<tr><td>Listening and Viewing Critically</td><td colspan="6">Listen and view critically by making connections between parts of texts and analysing different semiotic features in texts, determining the credibility of sources, and using comprehension monitoring strategies while listening and viewing.</td><td colspan="6">Listen and view critically by applying the full range of critical listening and viewing skills and strategies, including evaluating the relevance of information, and using comprehension monitoring strategies while listening and viewing.</td></tr>
<tr><td>Listening and Viewing Extensively</td><td colspan="12">Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding, and apply knowledge from texts to other areas of language learning.</td></tr>
</table>

READING AND VIEWING

Overview Diagram

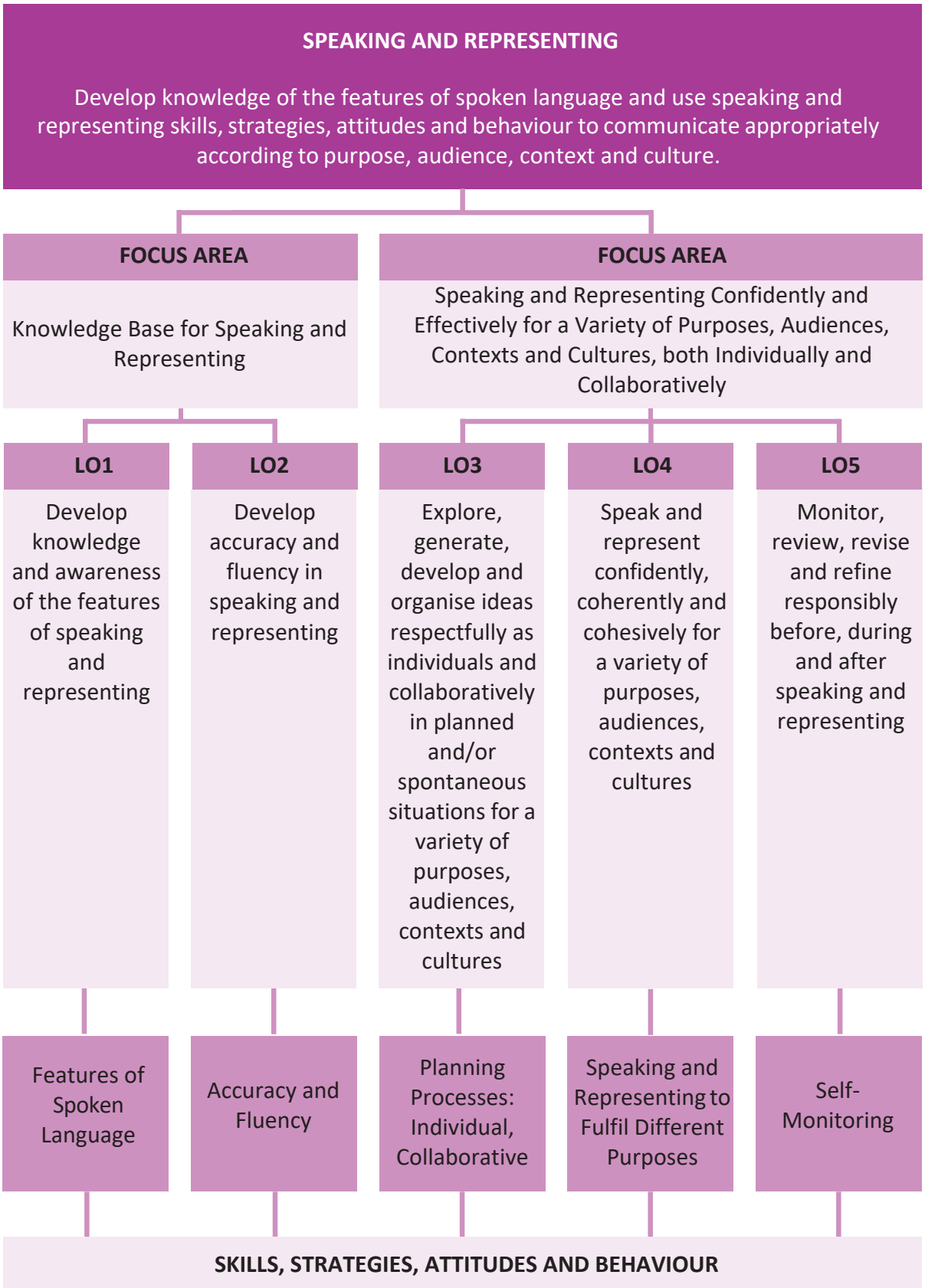


Progression of Skills from Primary 5 FEL to Secondary 4N(T)

<table>
<tr><th rowspan="3">AREA OF LANGUAGE LEARNING</th><th rowspan="3">FOCUS AREAS</th><th colspan="2">PRIMARY</th><th colspan="4">SECONDARY</th></tr>
<tr><th colspan="2">FEL</th><th colspan="2">LOWER SECONDARY</th><th colspan="2">UPPER SECONDARY</th></tr>
<tr><th>P5</th><th>P6</th><th>S1N(T)</th><th>S2N(T)</th><th>S3N(T)</th><th>S4N(T)</th></tr>
<tr><td rowspan="4">Reading and Viewing</td><td rowspan="2">Reading and Viewing Closely</td><td colspan="2">Reinforce the foundation in reading and viewing by strengthening accuracy and fluency and maintaining a positive disposition towards reading and viewing.</td><td colspan="4"></td></tr>
<tr><td colspan="2">Strengthen close reading and viewing by revisiting a range of comprehension, and information and media literacy skills and strategies to construct meaning from authentic texts.</td><td colspan="4">Apply close reading and viewing skills and strategies, including representing ideas in the texts, to demonstrate comprehension of progressively more challenging texts.</td></tr>
<tr><td>Reading and Viewing Critically</td><td colspan="2">Respond critically to implied meaning in a variety of texts by applying analysis, judgement and metacognitive strategies, and making the connections to interpret meaning in texts.</td><td colspan="4">Respond critically to implied and progressively more complex meaning in texts, by actively applying analysis, judgement and metacognitive strategies in the reading and viewing process, and connect such knowledge to real-world contexts.</td></tr>
<tr><td>Reading and Viewing Widely and Extensively for Different Purposes</td><td colspan="2">Respond to a wide and extensive range of high-interest and age-appropriate texts for different purposes – to explore the use of different semiotic modes in texts, to facilitate the application of skills to other areas of language learning and subject areas, and for enjoyment.</td><td colspan="4">Respond to a wide and extensive range of more varied selection of high-interest, age-appropriate texts with more thought-provoking themes/topics and content for different purposes – to examine the use of different semiotic modes in texts, to facilitate the application of skills to other areas of language learning and subject areas, and for enjoyment.</td></tr>
</table>

SPEAKING AND REPRESENTING

Overview Diagram



Progression of Skills from Primary 5 FEL to Secondary 4N(T)

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<tr><th>P5</th><th>P6</th><th>S1N(T)</th><th>S2N(T)</th><th>S3N(T)</th><th>S4N(T)</th></tr>
<tr><td rowspan="7">Speaking and Representing</td><td rowspan="2">Knowledge Base for Speaking and Representing</td><td>Develop knowledge of the basic features of spoken language and recognise that language is used to fulfil different purposes.</td><td>Develop knowledge of the basic features of spoken language and recognise the conventions of speech and the roles of speakers in different situations.</td><td colspan="4">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.</td></tr>
<tr><td colspan="6">Develop fluency and accuracy in pronunciation with use of appropriate prosodic features.</td></tr>
<tr><td rowspan="5">Speaking and Representing Confidently and Effectively for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively</td><td colspan="2">Plan and set goals.

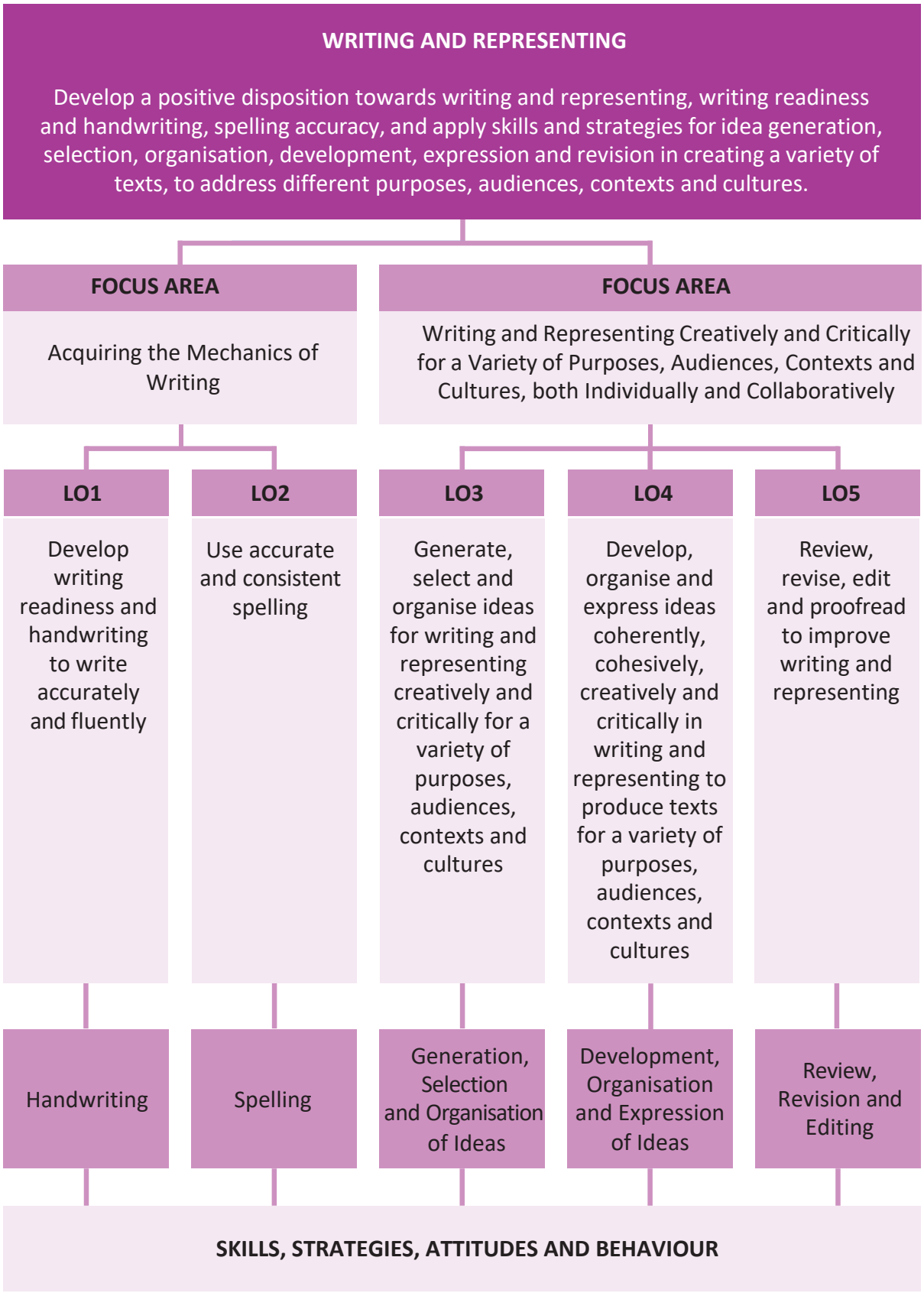
Explore, gather and develop ideas from a variety of texts combining linguistic and other semiotic modes.</td><td colspan="4">Plan and set goals.

Gather, select and evaluate information.

Develop and organise ideas from a variety of texts combining linguistic and other semiotic modes.</td></tr>
<tr><td colspan="2">Participate respectfully in discussion.</td><td colspan="4">Develop and organise ideas through respectful discussion in order to articulate and represent ideas in real time in response to the listener(s).</td></tr>
<tr><td colspan="6">Speak and represent with confidence, coherence and cohesion using different semiotic modes appropriately to fulfil different purposes.</td></tr>
<tr><td colspan="2">Pay increasing attention to producing texts that recount, entertain, instruct, describe, inform and respond.</td><td colspan="2">Pay increasing attention to producing texts that recount, entertain, instruct, describe, inform, explain, respond and evaluate.</td><td colspan="2">Pay increasing attention to producing texts that explain, respond, evaluate, argue and/or persuade.</td></tr>
<tr><td colspan="2">Monitor self and others in order to correct mispronounced words and adjust inappropriate use of prosodic features.</td><td colspan="4">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.</td></tr>
</table>

WRITING AND REPRESENTING

Overview Diagram



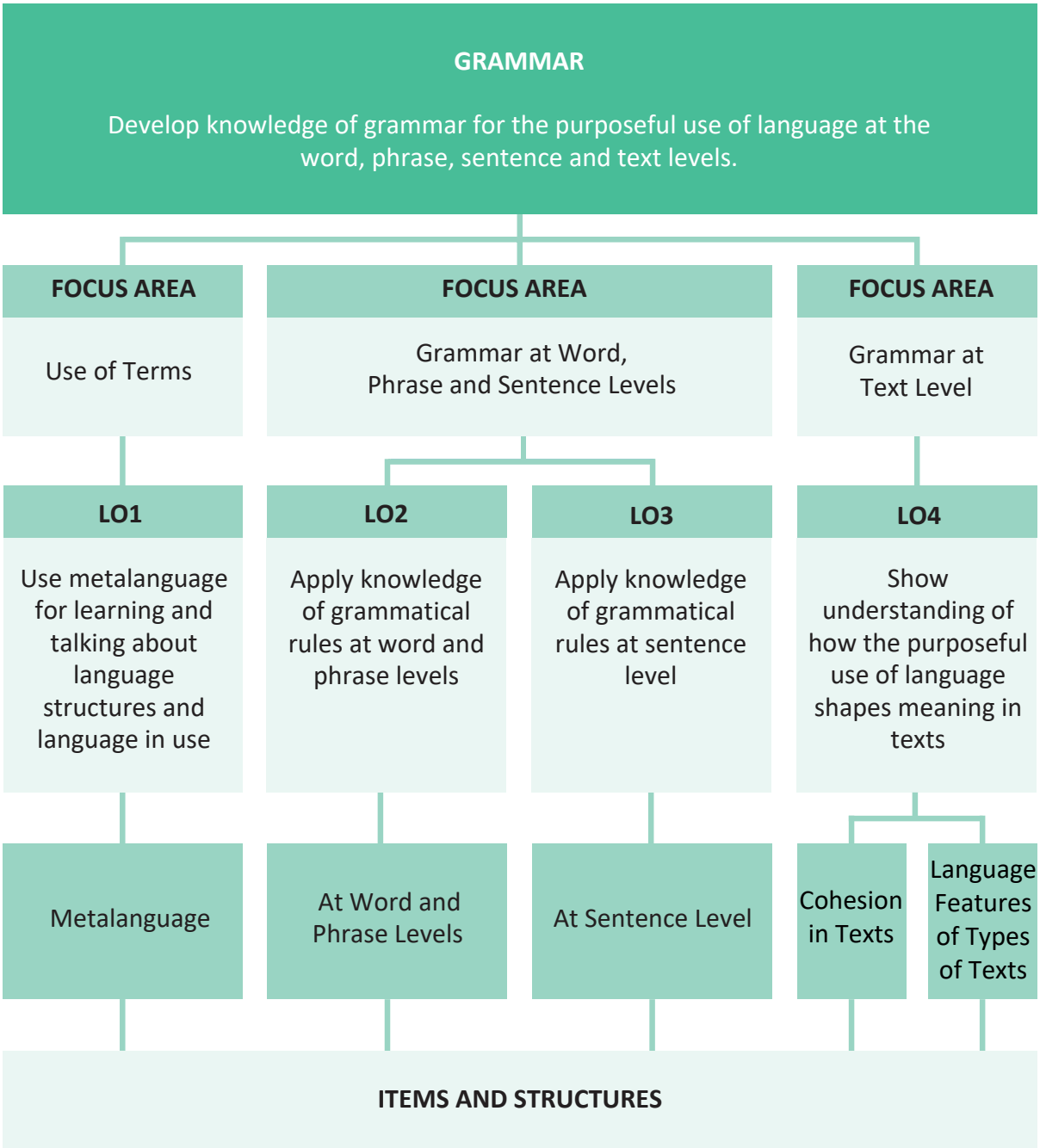
Progression of Skills from Primary 5 FEL to Secondary 4N(T)

<table>
<tr><th rowspan="3">AREA OF LANGUAGE LEARNING</th><th rowspan="3">FOCUS AREAS</th><th colspan="2">PRIMARY</th><th colspan="4">SECONDARY</th></tr>
<tr><th colspan="2">FEL</th><th colspan="2">LOWER SECONDARY</th><th colspan="2">UPPER SECONDARY</th></tr>
<tr><th>P5</th><th>P6</th><th>S1N(T)</th><th>S2N(T)</th><th>S3N(T)</th><th>S4N(T)</th></tr>
<tr><td rowspan="5">Writing and Representing</td><td></td><td colspan="6">Develop a positive disposition towards writing and representing.</td></tr>
<tr><td>Acquiring the Mechanics of Writing*</td><td colspan="2">Write neatly, legibly and fluently. Apply spelling skills and learner strategies accurately for writing frequently misspelled and multisyllabic words.</td><td colspan="4">Apply spelling skills and learner strategies for writing accurately and consistently in internationally acceptable English (standard English).</td></tr>
<tr><td rowspan="4">Writing and Representing Creatively and Critically for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively</td><td colspan="2">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.</td><td colspan="4">Apply increasingly sophisticated and higher-order skills for idea generation, selection, organisation, development, expression and revision so as to achieve intended effects in writing and representing. Consider how various semiotic modes work together to convey the text's intended message.</td></tr>
<tr><td colspan="6">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 forms.</td></tr>
<tr><td colspan="2">Write and represent with an explicit awareness of the appropriate prosodic and language features of texts for different purposes.</td><td colspan="4">Apply knowledge of appropriate organisational structures and language features to create a variety of increasingly sophisticated texts for different purposes.</td></tr>
<tr><td colspan="4">Pay increasing attention to writing and representing texts that instruct, describe, inform, explain and respond.</td><td colspan="2">Pay increasing attention to writing and representing texts that respond, argue, evaluate and/or persuade.</td></tr>
</table>

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

GRAMMAR

Overview Diagram

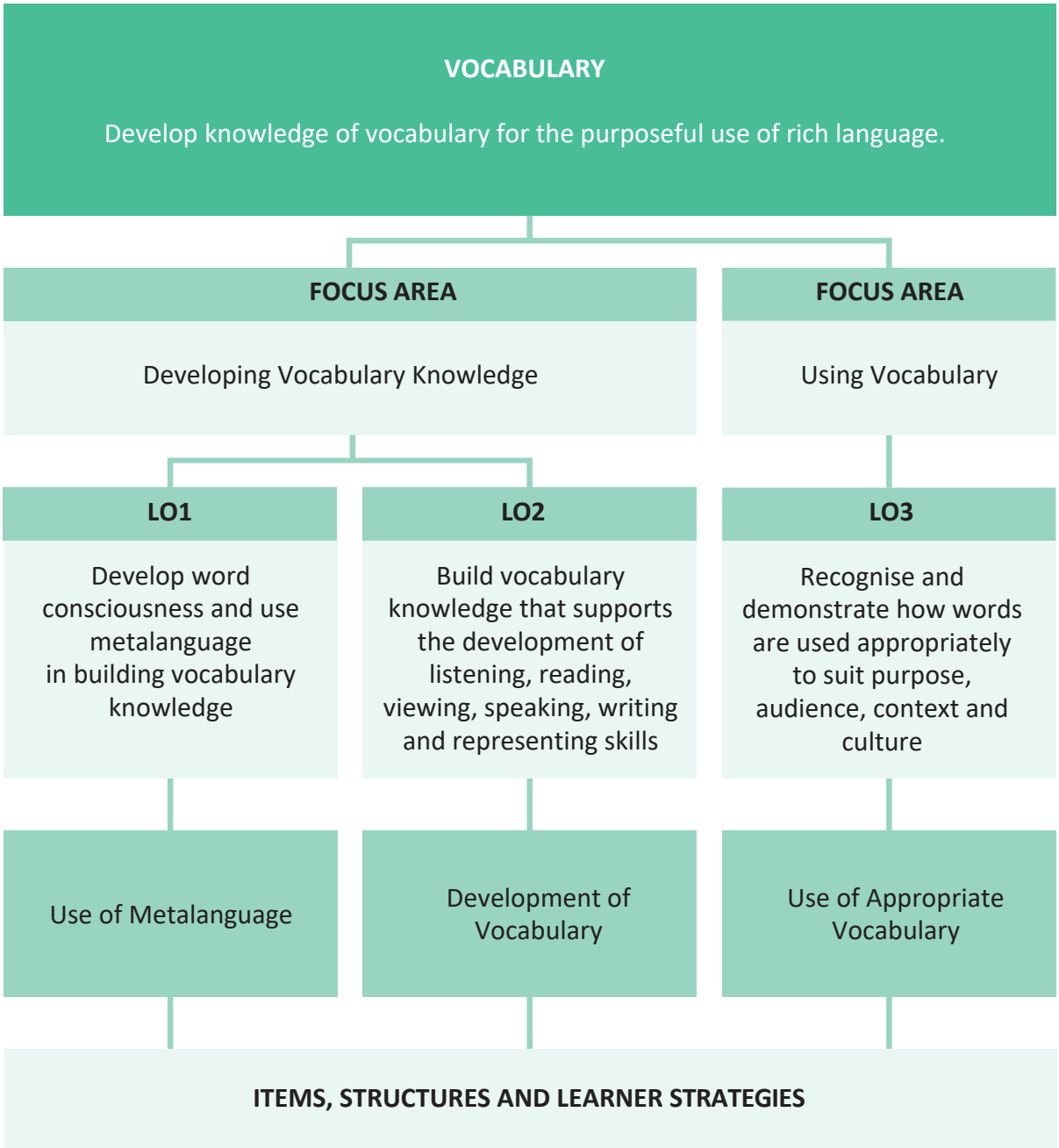


Progression of Skills from Primary 5 FEL to Secondary 4N(T)

<table>
<tr><th rowspan="2">AREA OF LANGUAGE LEARNING</th><th rowspan="2">FOCUS AREAS</th><th colspan="6"></th></tr>
<tr><th colspan="2">FEL</th><th colspan="2">LOWER SECONDARY</th><th colspan="2">UPPER SECONDARY</th></tr>
<tr><th></th><th></th><th>P5</th><th>P6</th><th>S1N(T)</th><th>S2N(T)</th><th>S3N(T)</th><th>S4N(T)</th></tr>
<tr><td rowspan="4">Grammar</td><td>Use of Terms</td><td colspan="6">Use and revise the metalanguage to talk about how language works at the word, phrase, sentence and text levels, and during editing and self-correction.</td></tr>
<tr><td></td><td colspan="2"></td><td colspan="4">Develop grammatical knowledge by learning additional terms.</td></tr>
<tr><td>Grammar at Word, Phrase and Sentence Levels</td><td colspan="2">Use and revise grammatical knowledge at the word, phrase and sentence levels.</td><td colspan="4">Revisit and develop grammatical knowledge learnt previously. Identify errors and address recurring language errors to develop greater control in the use of language for speaking, writing and representing.</td></tr>
<tr><td></td><td colspan="6">Use appropriate language structures to convey thoughts and opinions in interactions with others.</td></tr>
<tr><td></td><td>Grammar at Text Level</td><td colspan="6">Recognise and use predominant language features to achieve intended purposes of various texts.</td></tr>
</table>

VOCABULARY

Overview Diagram



Progression of Skills from Primary 5 FEL to Secondary 4N(T)

<table>
<tr><th rowspan="3">AREA OF LANGUAGE LEARNING</th><th rowspan="3">FOCUS AREAS</th><th colspan="6">PRIMARY / SECONDARY</th></tr>
<tr><th colspan="2">FEL</th><th colspan="2">LOWER SECONDARY</th><th colspan="2">UPPER SECONDARY</th></tr>
<tr><th>P5</th><th>P6</th><th>S1N(T)</th><th>S2N(T)</th><th>S3N(T)</th><th>S4N(T)</th></tr>
<tr><td rowspan="5">Vocabulary</td><td rowspan="3">Developing Vocabulary Knowledge</td><td colspan="2">Develop and strengthen vocabulary knowledge, and take an active role in learning new vocabulary items.</td><td colspan="4">Continue to develop and strengthen vocabulary knowledge and take an active role in studying word meaning and learning new vocabulary items.</td></tr>
<tr><td colspan="6">Develop vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context.</td></tr>
<tr><td colspan="6">Use various learner strategies to develop rich vocabulary.</td></tr>
<tr><td rowspan="2">Using Vocabulary</td><td colspan="6">Recognise and use words suitable for purpose, audience, context and culture.</td></tr>
<tr><td colspan="6">Recognise and use fixed expressions accurately and appropriately.</td></tr>
<tr><td></td><td colspan="6">Recognise and appreciate words used for effect.</td></tr>
<tr><td></td><td colspan="6">Use words meaningfully in conjunction with semiotic modes.</td></tr>
</table>

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 strengthened through:

- a renewed focus on **pronunciation** and the features of spoken language, and accuracy and fluency in **oral communication** (i.e., listening and speaking skills) at all levels;
- renewed attention to auditory discrimination, and **active and critical listening** to texts encountered in everyday life before progressing to more sophisticated and varied texts;
- the use of **fix-up strategies** for decoding to strengthen **word recognition** at the upper primary levels;
- a focus on the enjoyment of language even as students formally learn the metalanguage and grammatical items associated with texts. There will be explicit instruction of **grammar** with an ongoing focus on word, phrase and sentence level grammar with the incorporation of text level grammar and editing, using age/year-level appropriate rich texts;
- an emphasis on learning-focused **interaction** at class and group levels;
- renewed emphasis on **spelling** and **word study skills** to build and use vocabulary knowledge at all 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** at all levels.

Provision of Rich Language for All

To enhance and stretch the learning of students offering FEL or N(T) EL, the EL curriculum will be enriched through a focus on:

- providing a **wide variety of high-interest and age-appropriate texts** which feature rich language for listening, reading and viewing;
- exposing students to **information-rich content** at appropriate levels of complexity from multiple print, non-print and digital networked sources to develop and strengthen information and academic literacy;
- developing **critical literacy skills** that encourage critical and creative thinking, making connections beyond the texts, the co-construction of knowledge and the creation of new understandings and ideas;
- exposing students to a range of crucial **higher-order skills**, including problem-solving;
- providing opportunities for students to gather and analyse information from multimodal texts and multicultural contexts for **intensive, wide and extensive listening, reading and viewing**, and for learning in the subject areas; and
- providing extended 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 effective use of language.

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 Awareness
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.
Co
Structuring Consolidation
Revisit and reinforce what has been learnt.
L
Facilitating Assessment for Learning (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 Application
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 Discovery
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 Explicitly
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' learning[30] 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'

[30] Black, Harrison, Lee, Marshall & Wiliam (2003).

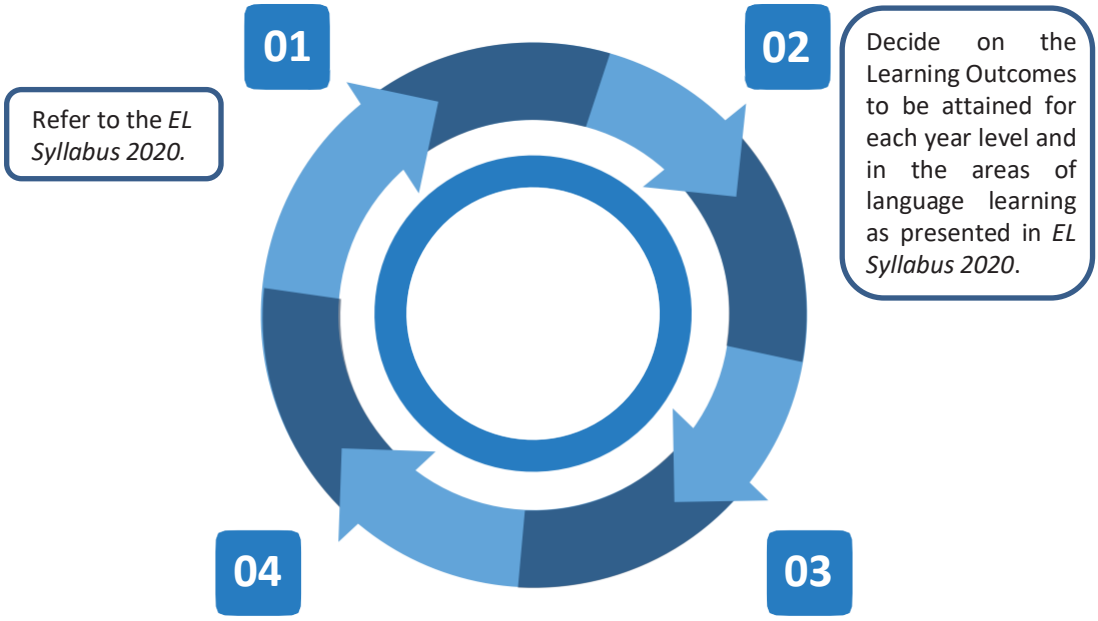
learning readiness, interests and learning profiles.

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	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. 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.
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	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? To determine if outcomes have been attained or achieved, students are 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.
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, informal) or the writer's treatment of the subject matter (e.g., light, serious).
Topic	What a text is about, i.e., its subject or focus.
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.
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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