

SLS Guide for English Language

Leveraging SLS to Enhance Teaching and Learning of English Language

- The guide is developed by Educational Technology Division with input from Academy of Singapore Teachers (AST) and Curriculum Planning and Development Division.
- The guide demonstrates the potential of the Singapore Student Learning Space (SLS) to enhance the teaching and learning of English Language, featuring learning activities utilising SLS that are derived from different English Language lesson examples. Teachers can also leverage available resources on Community Gallery and MOE Library to complement lessons and reinforce key or challenging concepts.
- The guide encourages teachers to explore diverse possibilities in utilising SLS features to tackle the possible challenges that English Language teachers might face. It uses ACoLADE (drawn from the English Language Syllabus 2020) to guide the design of instruction and enactment of learning experiences in the 21st century English Language classroom.
- ACoLADE is not intended to be carried out in any particular or fixed sequence. For example, a teacher can begin a lesson by Raising Awareness or by Guiding Discovery. Also, the six EL teaching processes in ACoLADE are not mutually exclusive.

- Each of the six EL teaching processes in ACoLADE has been contextualised using examples of how relevant SLS features can strengthen and stretch students' learning across the following six Areas of Language Learning:

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



Navigation Tips:

- Each segment, representing an EL teaching process, begins with a possible challenge that teachers might encounter in the teaching of English Language. Each segment highlights:



how teachers can harness the affordances of SLS to enhance their teaching approach,



the interactions among students, teacher and students, and/or students and content that foster engagement and learning, and



the pedagogical affordances of SLS features.

- Please note that the SLS features mentioned in the guide serve as suggestions to inspire teachers to explore possibilities, and they are not exhaustive.
- For detailed technical information on each SLS feature, simply click on its embedded [link](#). You will be directed to the relevant page in the SLS User Guide.

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.



How can I motivate my students to **make connections to what they already know** in deducing the meaning of words from how they are formed?



Teachers can **pique students' interest** by first showing them images relating to the topic (e.g., compound words) and then activate their prior knowledge by encouraging [Discussion](#) (Fig 1.1) to promote conversations on the topic (e.g., compound words and how they are formed).



Students can draw or upload relevant images/videos to **articulate their understanding** when responding in the [Discussion](#) (Fig 1.2) (e.g., explaining the meaning of the words from how they are formed based on their parts).

Subsequently, students can view and/or give comments to their friends' posts to build on the discussion. Through the [Comments](#) feature (Fig 1.3) in the discussion activity, they can also share resources and visual aids to build on the explanations in their friends' posts.



Fig 1.1

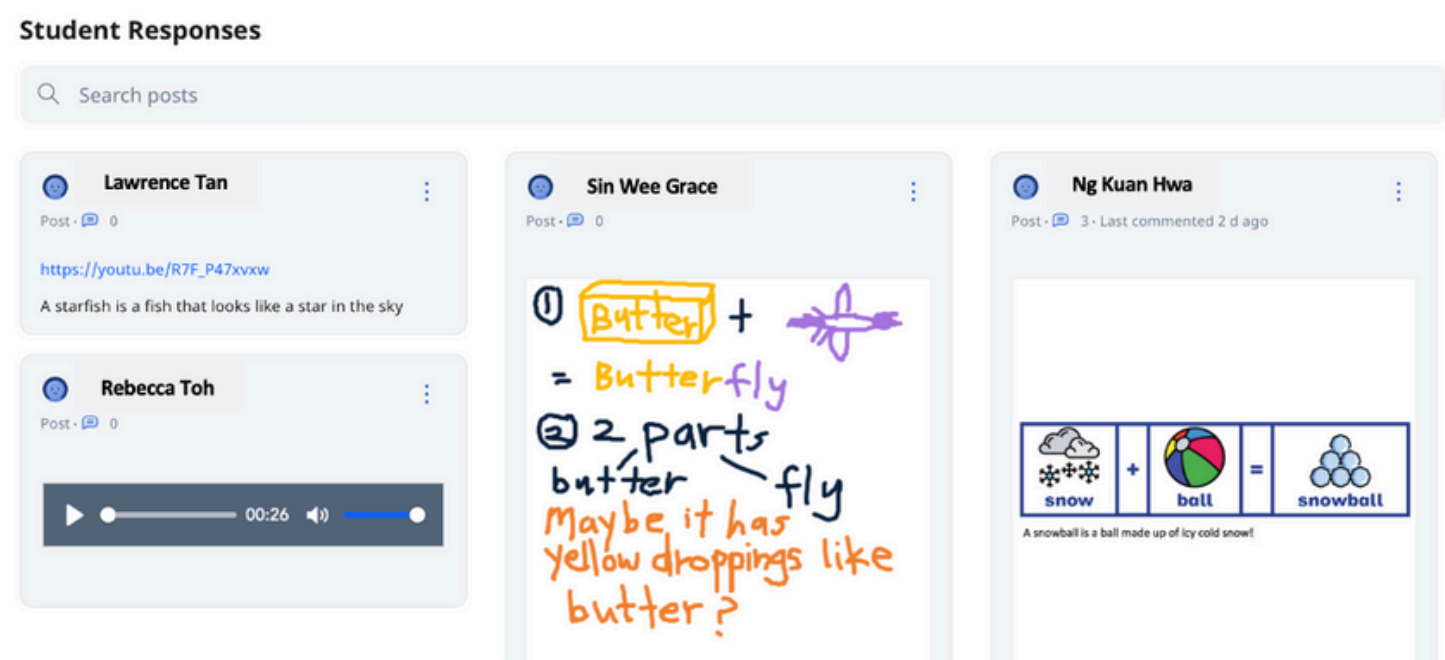


Fig 1.2

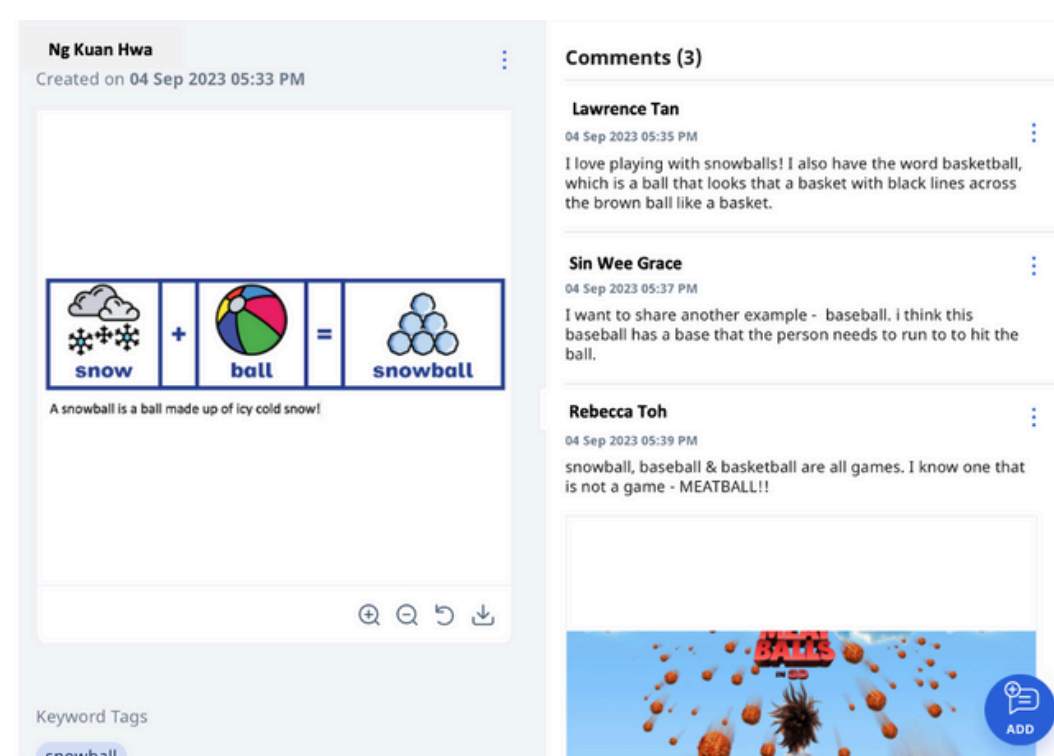


Fig 1.3

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- Empowering students with the **choice of uploading images in multimodal forms** gives them the opportunity to **articulate their understanding**, and this **motivates** them in the learning of the language.
- Reading and commenting on their friends' online posts encourages students to **make connections and/or draw analogies** between what they know and what they are learning from their friends' posts and comments.

How can I **strengthen my students' knowledge** of grammatical items and guide them to **apply the skills and knowledge to new contexts**?



After teaching a grammatical item (e.g., imperative verbs), teachers can use SLS to facilitate **Differentiated Instruction** for students by organising students into [Subgroups](#) according to their interest (Fig 2.1 & Fig 2.2). Each subgroup can be given [Differentiated Access](#) (Fig 2.3) to activities that allow members to collaboratively demonstrate the use of imperative verbs (e.g., to co-develop an instructional guide on how to do a TikTok dance).

To conclude the lesson, teachers can encourage subgroups to submit their products via the [Interactive Thinking Tool \(ITT\)](#) before commenting on their peers' work. Building on students' responses, teachers can facilitate discussions to reinforce and summarise key learning points of the lesson.



Students can access **differentiated activities** assigned to their subgroups to understand their tasks before co-developing an instructional guide (e.g., a dance routine) with their subgroup members.

Upon completion of the task, a representative from the subgroup can upload the group's product on the [ITT](#) (Fig 2.4). Subsequently, subgroups can view other submissions on the Interaction Board and attempt one other group's instructional guide before providing constructive [Comments](#) (Fig 2.5) on their peers' work.

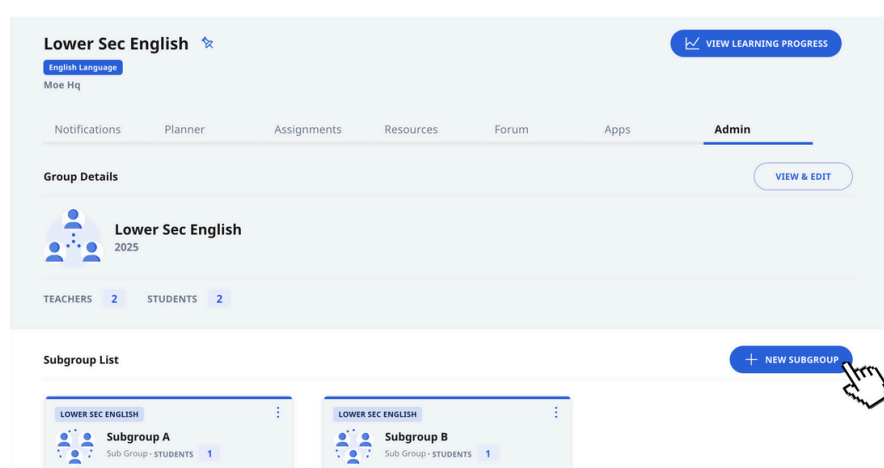


Fig 2.1

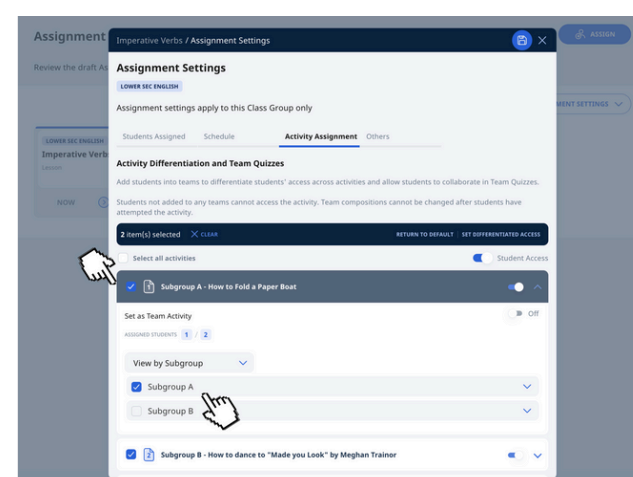


Fig 2.2

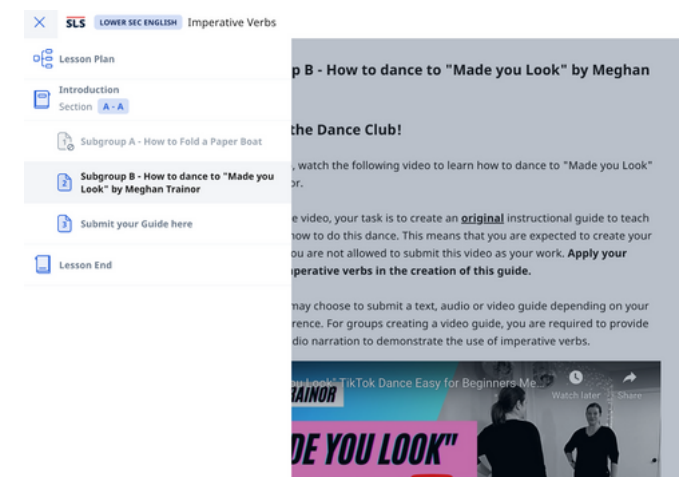


Fig 2.3

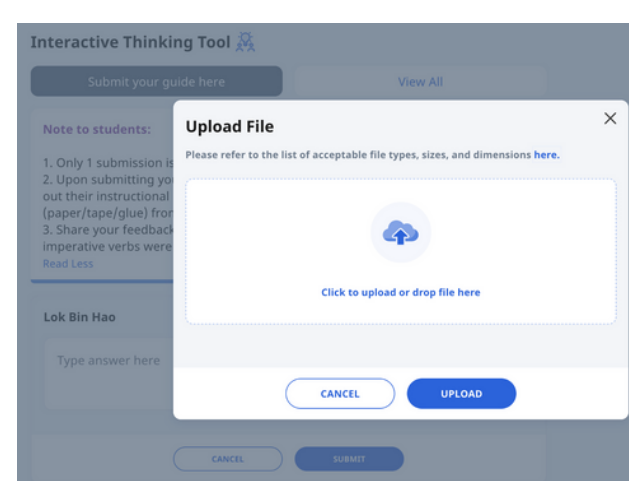


Fig 2.4

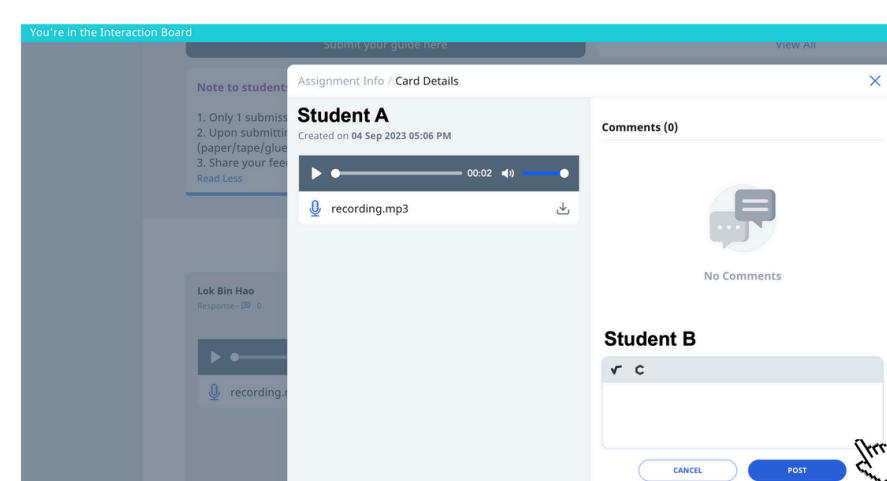


Fig 2.5

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- SLS subgroups provide teachers the flexibility to organise students according to factors such as their interest, readiness or learning profiles. Differentiated access for each subgroup ensures that students **remain focused and motivated** on their assigned task as they **revisit what they have learnt** and **co-construct ideas**.
- By encouraging students to interact via the Interactive Thinking Tool, teachers can leverage students' submissions and comments to facilitate discussions that encourage students to **substantiate their feedback** and/or **defend their application of the knowledge**. Through discussions, students have the opportunity to **refine the accuracy of their knowledge**.

Facilitating Assessment for Learning

Identify students' readiness for learning, interests and learning profiles.

Monitor their learning and provide timely and useful feedback for improving learning and self-assessment.



How can I help my students to **review, revise, proofread and edit** their writing drafts?



Teachers can begin by **offering clear instructions and explaining the [Rubrics](#)** added in SLS (Fig 3.1) that highlight content development in writing, enabling students to understand and use them effectively.

To enhance accuracy in language use, teachers can also **familiarise students with the use of the 'Find, Check, Double-check' strategy** (Fig 3.2) by using online language checkers for their writing drafts.



Students can **reference the assessment criteria** and descriptors set out in the [Rubrics](#) (Fig 3.1) to guide them in reviewing and revising the content of their writing drafts.

Subsequently, students can use online language checkers (e.g., [Grammarly](#)) (Fig 3.3) to help them in proofreading and editing their writing drafts.

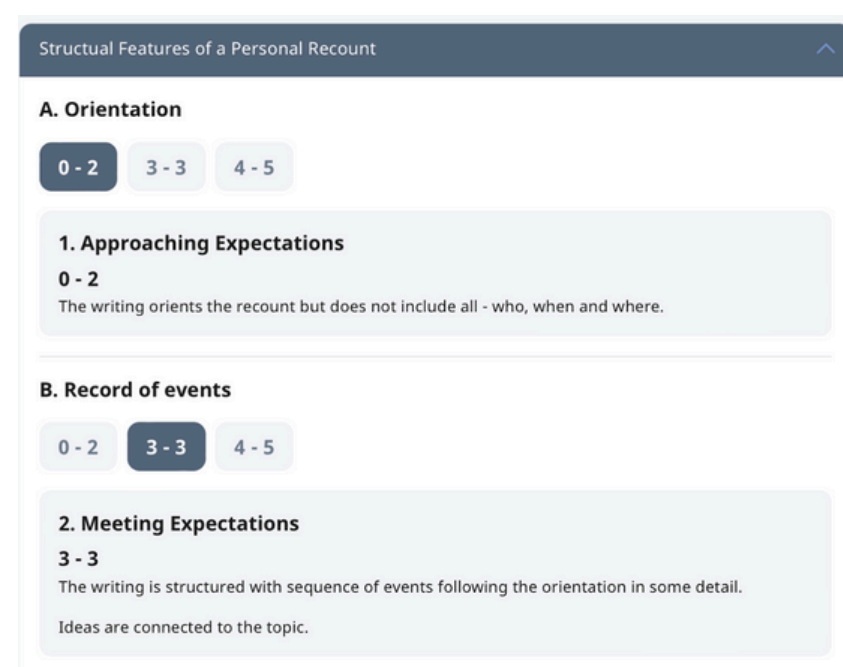


Fig 3.1

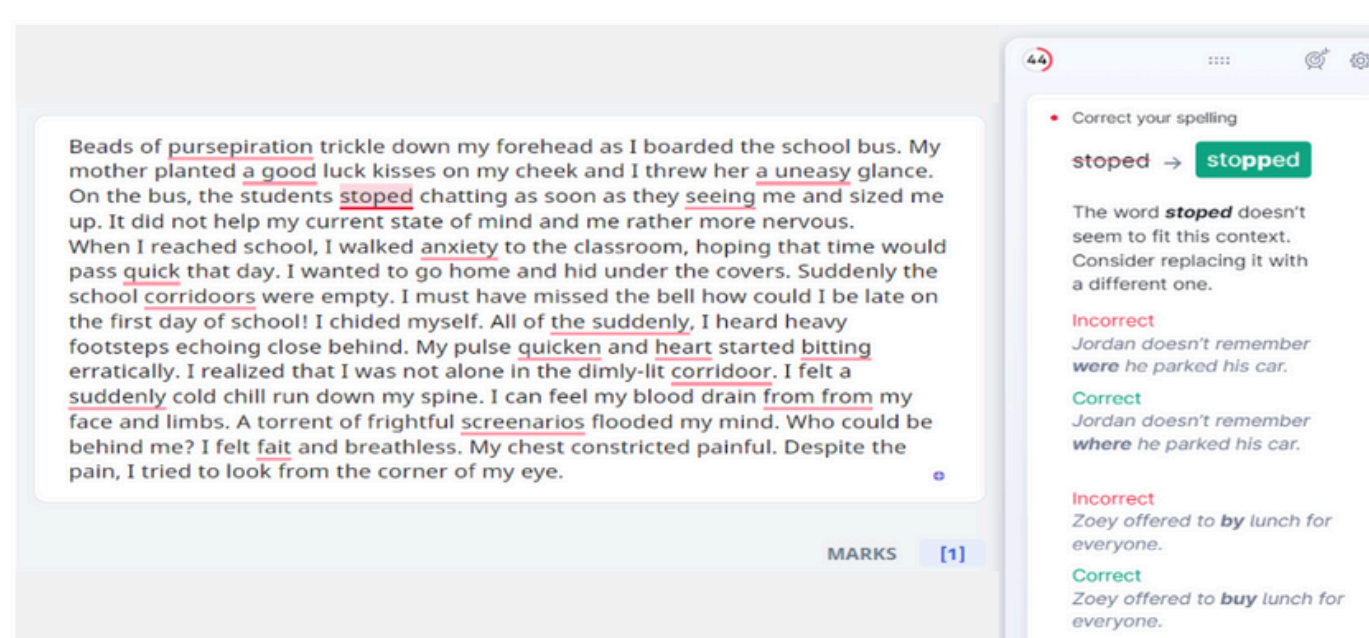


Fig 3.3

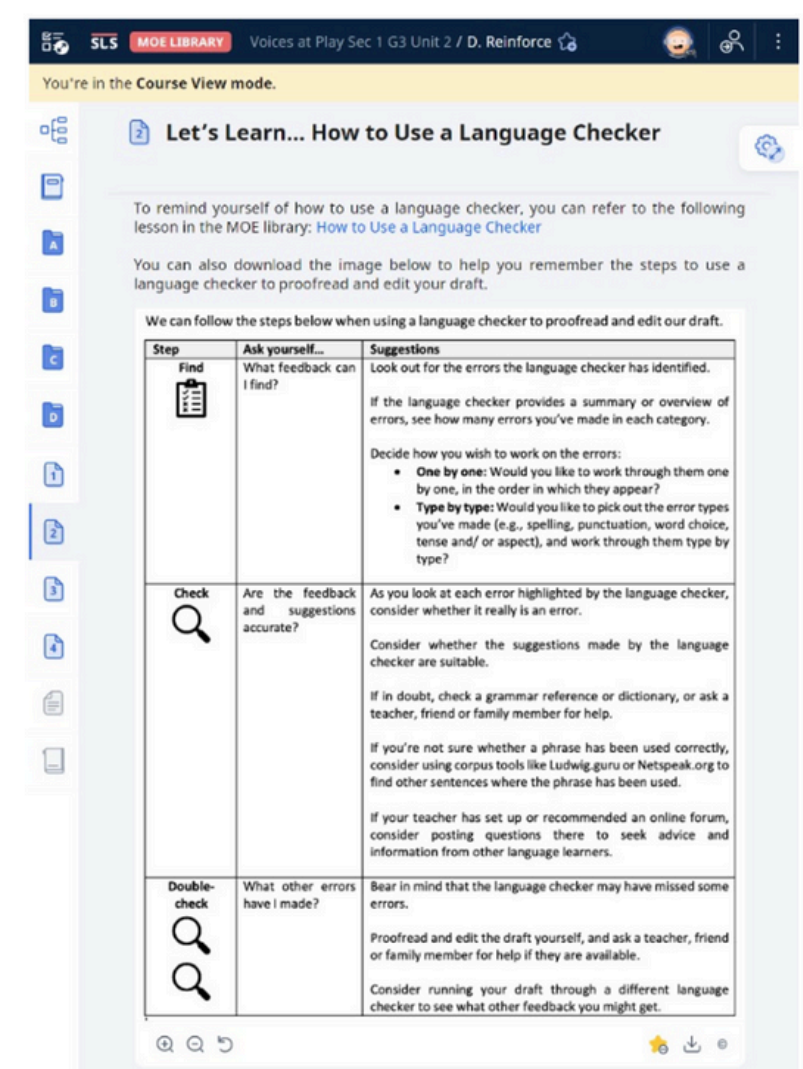


Fig 3.2

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- Embedding rubrics in SLS can **develop students' metacognitive skills** by allowing them to refer to the rubrics and identify areas of improvement in their writing.
- The **automated feedback** given by language checkers **motivates students to revise their drafts** more frequently, which helps to **develop their self-efficacy** in the learning of English Language.

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

How can I encourage my students to **develop and organise ideas** for speaking and representing through active discussion?



Teachers can **activate learning** by using an [Embedded YouTube Video](#) as a stimulus for exploratory talk. They can assign roles to students to **broaden the range of perspectives** that students can take in a discussion. One example is to use Edward de Bono's "Six Thinking Hats" to familiarise students with different ways of thinking about an issue before getting them to attempt [Team Activities](#) (Fig 4.1) like brainstorming of ideas and developing a coherent [Audio Response](#) to the stimulus. Teachers can provide their feedback to the teams' responses using [Rubrics](#) and/or by [adding a Teacher Comment](#) (Fig 4.2).



Students can **work collaboratively** with their peers to attempt the [Audio-Response Question](#) in the [Team Quiz](#). Each team member can view the work by other members of the team and they can leave [Team Annotations](#) (Fig 4.3) on the assignments, enabling asynchronous discussions to take place.

Teams can also [view and respond to their Teacher's Comments](#) (Fig 4.4) on their audio response.

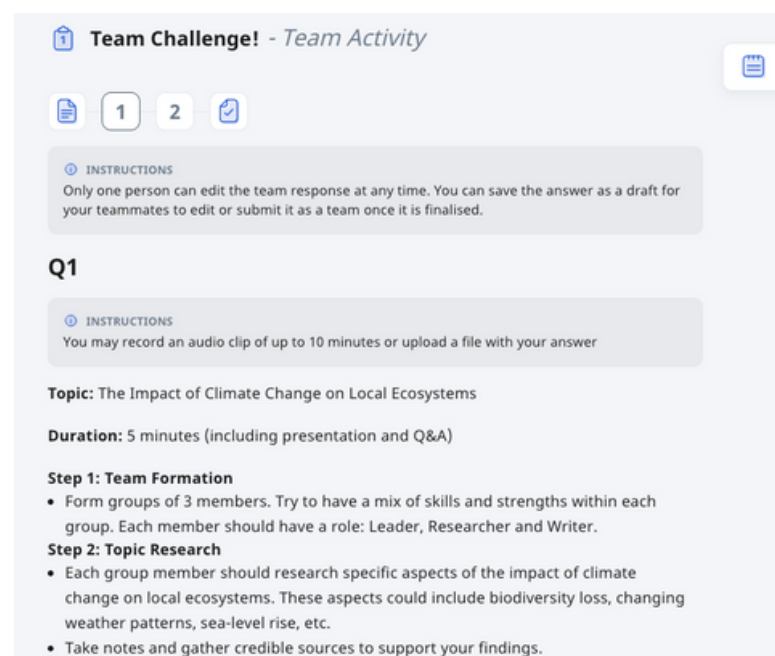


Fig 4.1

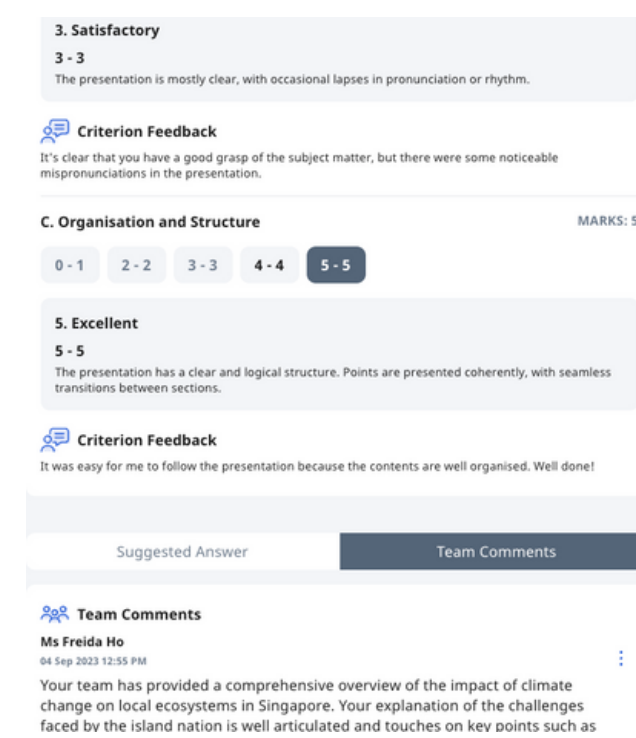


Fig 4.2

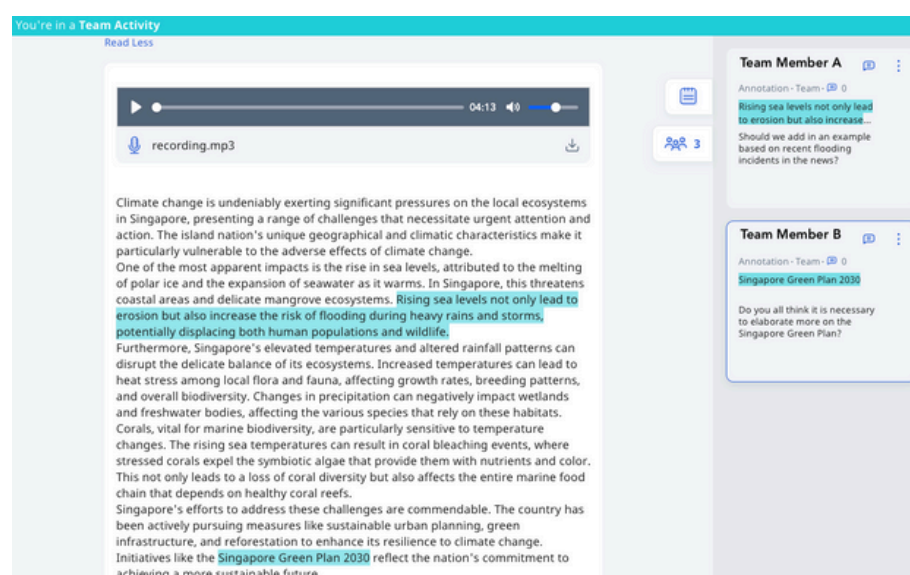


Fig 4.3

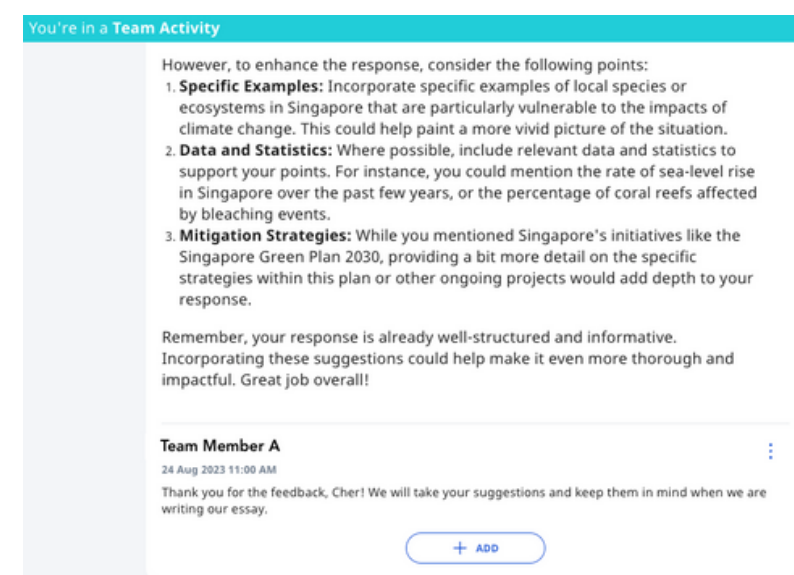


Fig 4.4

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- Technology facilitates the **co-construction of ideas and collective sense-making** as students respond critically to what they view, share alternative viewpoints, and offer constructive feedback. The audio response feature further encourages students to **develop metacognitive skills** as they reflect on how effectively they have expressed their thoughts before making adjustments and improving their content accordingly.

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.



How can I encourage my students to **make and verify their predictions** to facilitate the comprehension of texts?



Teachers can embed guiding questions as [Tooltips](#) (Fig 5.1) in the text, to help students **think more critically** as they progress through the text. Before students read independently/in pairs, teachers can role-model by reading the text and guiding questions aloud. Teachers can [Highlight and Annotate](#) their comments/predictions on the assignment to encourage visible thinking.



As students read the rest of the text independently/in pairs, they can place their mouse over the tooltips (dotted underlined blue text) to view the guiding questions (Fig 5.2). Students can make [Annotations](#) by highlighting key words and/or phrases and add notes as they read the text (Fig 5.3) to make and verify their predictions.

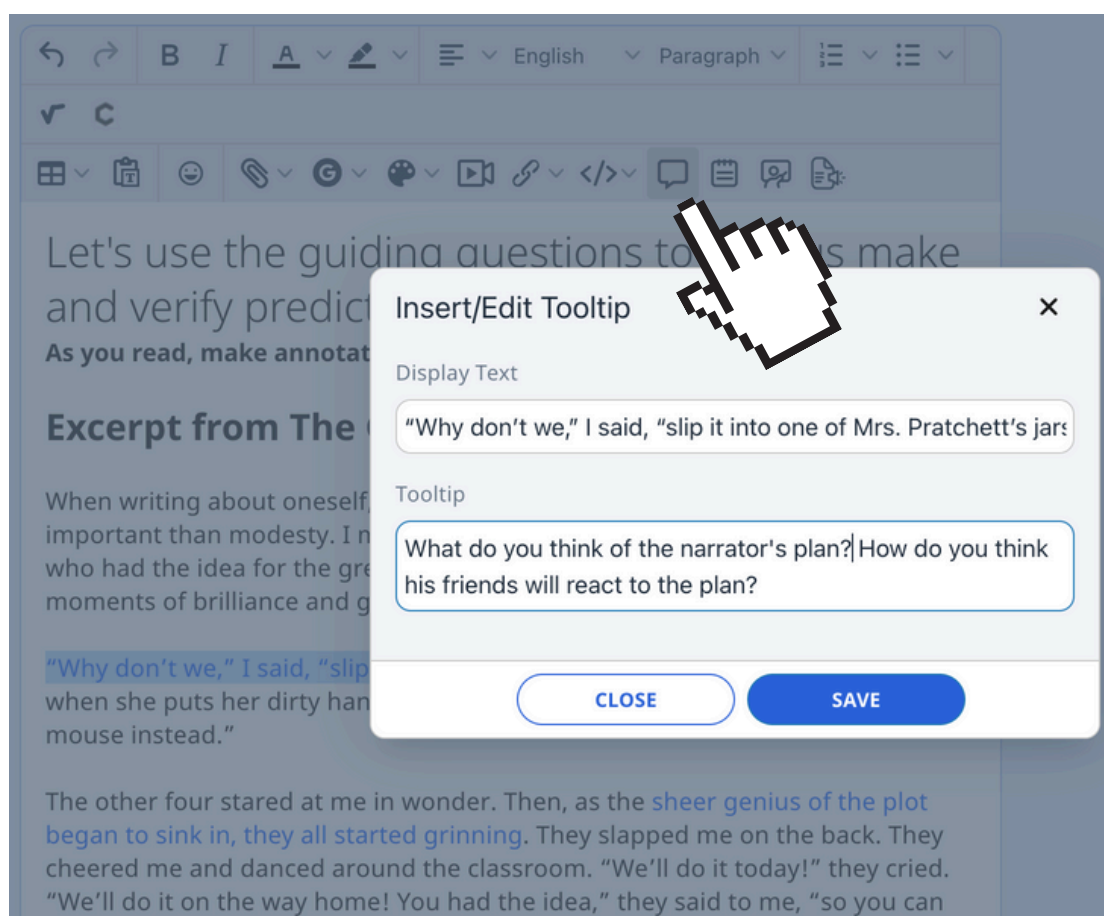


Fig 5.1

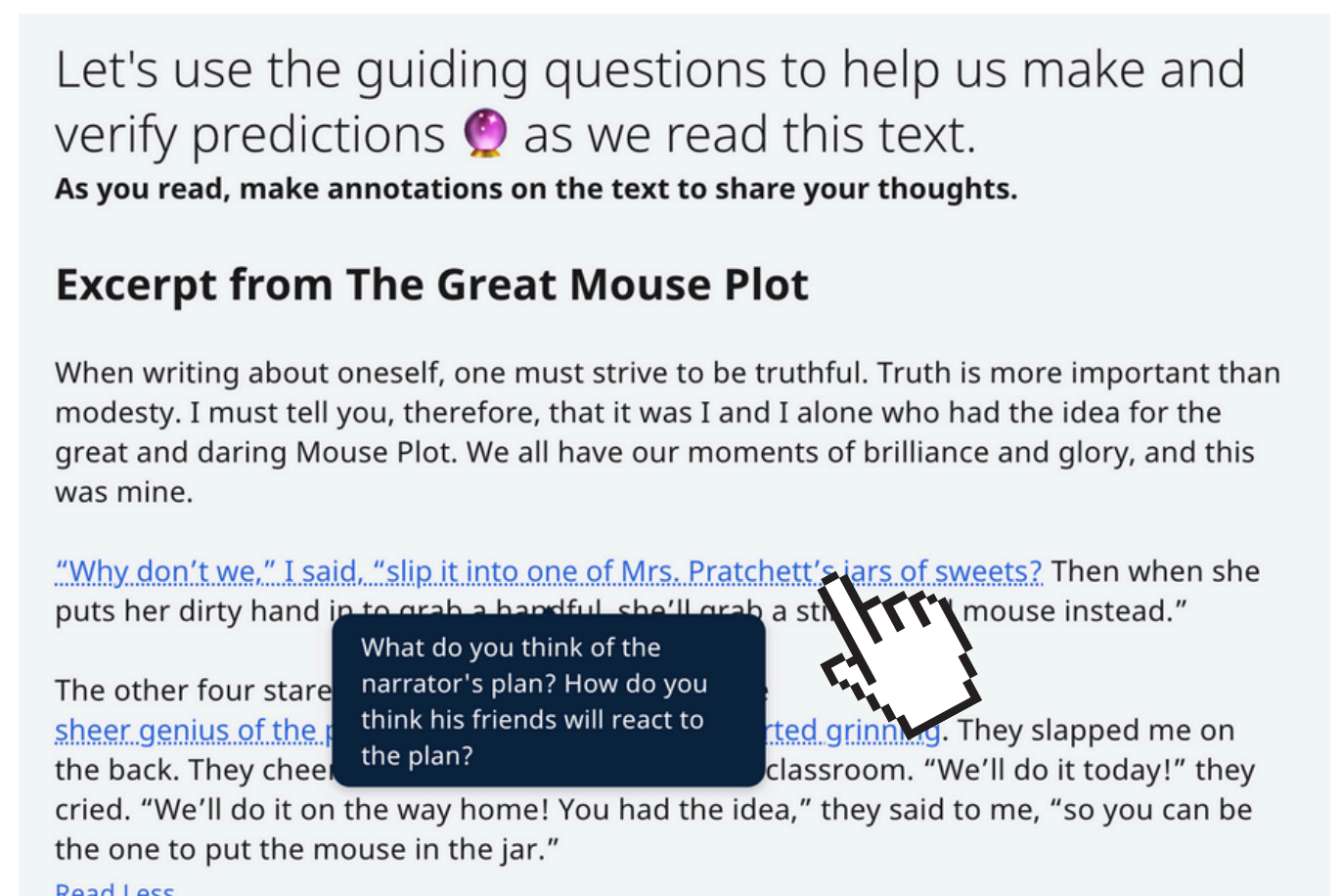


Fig 5.2

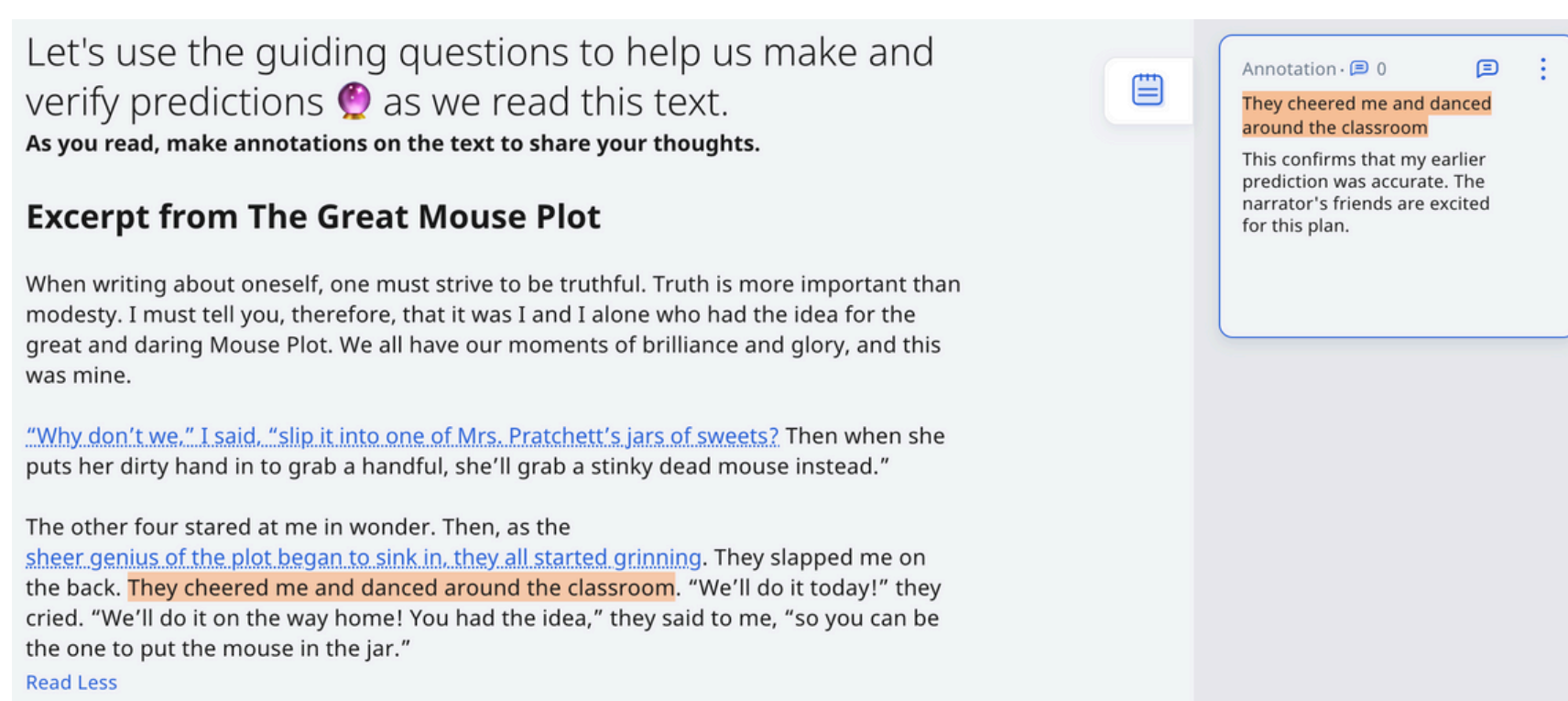


Fig 5.3

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- Inserting tooltips with guiding questions can provide timely support to students to **think about the text more critically**. As students make annotations to the text they are reading, they are encouraged to be **active readers** by making their thoughts visible.

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

How can I help my students to **listen and view actively** to interpret texts using appropriate strategies?



Teachers can use [Multiple-Choice Questions](#) with automated feedback (Fig 6.1) to illustrate the contrast between top-down and bottom-up processing in listening. By providing different examples, teachers can **contextualise learning**, thereby showing the distinction between both strategies.

For top-down listening, teachers can **activate prior knowledge** by showing a picture and eliciting responses by adding [Activity Templates](#), such as the Word Cloud template. They can then use the [Interactive Thinking Tool](#) to encourage prediction before using a [Click-and-Drop Activity](#) (Fig 6.2) to get students to put a sequence of events from an audio clip in order.

For bottom-up listening, teachers can use a [Progressive Quiz](#) to **check students' understanding** of key vocabulary through word attack strategies.

Subsequently, teachers can allow application of both processes using dictogloss or by getting students to complete a graphic organiser with corresponding details gleaned from an audio clip.



Students can [add Notes to Images](#) (Fig 6.3) and/or create annotations using [Student Tooltip](#) (Fig 6.4) to support their learning and make their thinking visible. Students can also complete [Optional Activities](#) set by the teacher to reinforce their understanding of the skills taught.

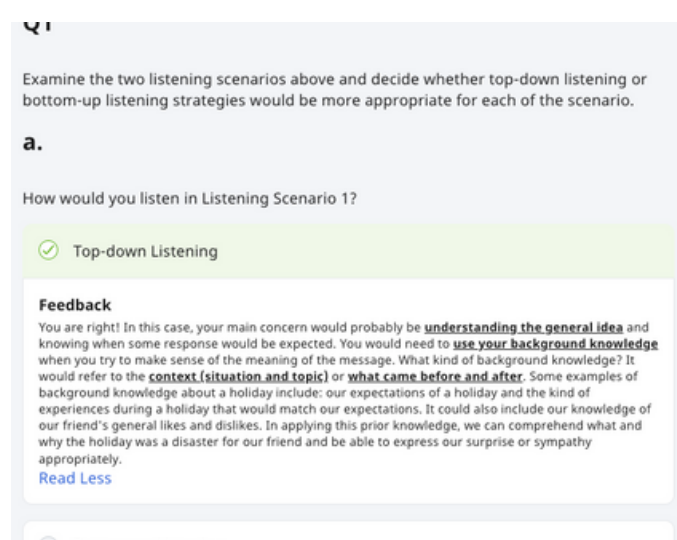


Fig 6.1

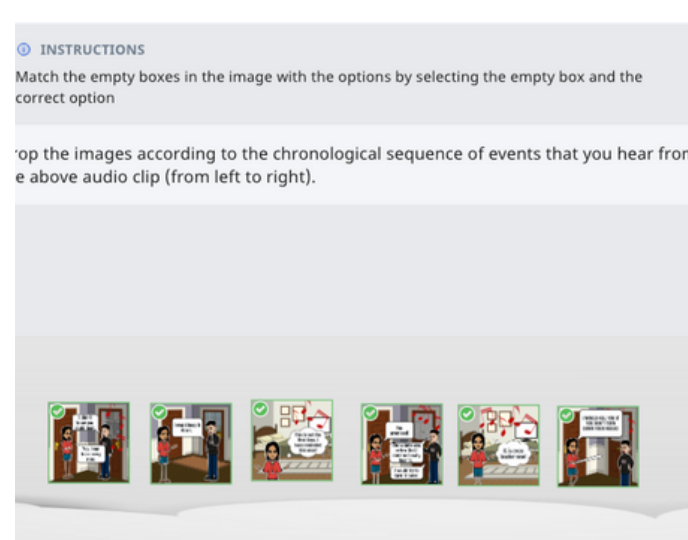


Fig 6.2

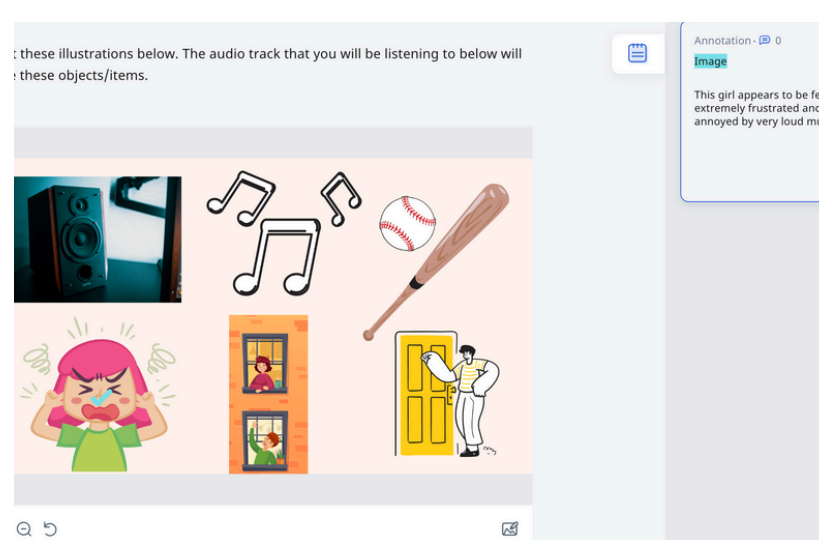


Fig 6.3

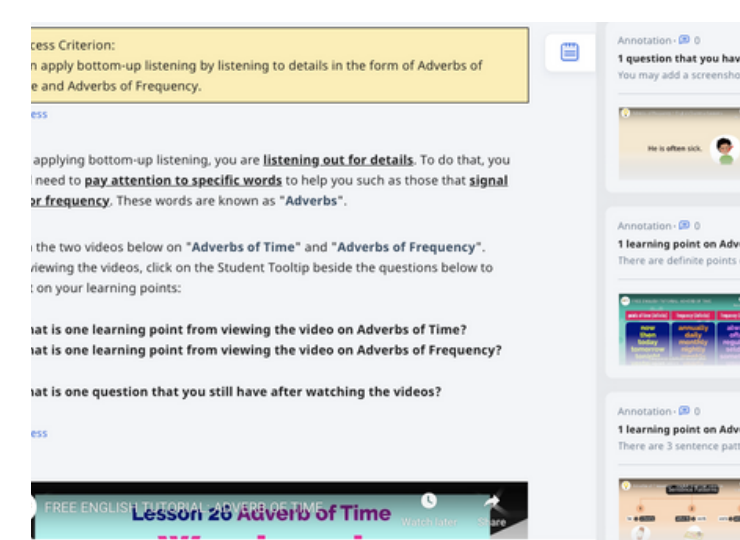


Fig 6.4

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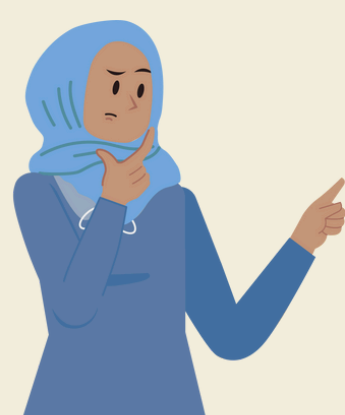
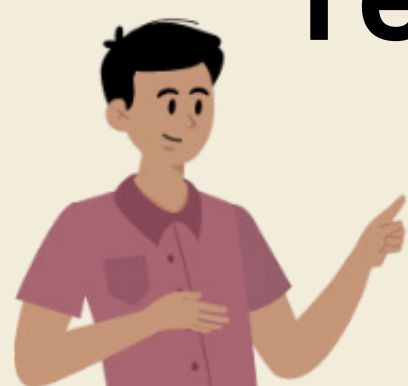
PEDAGOGICAL AFFORDANCES:

- Technology allows **explicit instruction to be presented in multimodal ways**, which supports the **contextualisation of the learning experience** to make abstract concepts more tangible and relatable for students.
- The multimodal learning activities **accommodate different learning styles, engage students in the learning process and provide opportunities** for them to reinforce their understanding and practise acquired skills.

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