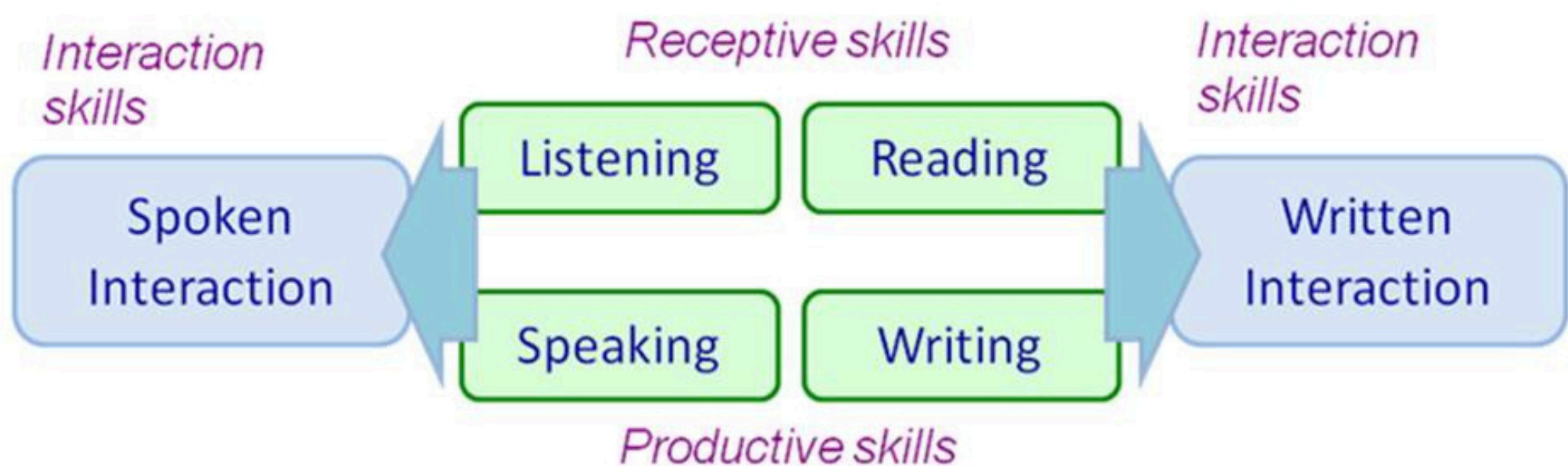


SLS Guide for Mother Tongue Languages




Leveraging SLS to Enhance Teaching and Learning of Mother Tongue Languages

- The guide is developed by Educational Technology Division with input from Academy of Singapore Teachers (AST) and the Curriculum Planning and Development Division.
- This guide demonstrates the potential of the Singapore Student Learning Space (SLS) to enhance the teaching and learning of Mother Tongue Languages, featuring learning activities utilising SLS that are derived from different Mother Tongue Languages lesson examples.
- The guide encourages teachers to explore SLS features that can help to overcome challenges that Mother Tongue Language teachers commonly face in teaching and learning. Teachers can also leverage available resources on Community Gallery and MOE Library to complement lessons and reinforce key or challenging concepts.



Ref : 2010 Language Skills Frame

Navigation Tips:

- Each segment addresses questions that teachers might encounter while developing students' language skills. It 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 T&L features mentioned in the guide serve as suggestions to inspire teachers to explore possibilities, and they are not exhaustive. The same SLS feature can also be used for more than one language skill.
- 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.

Listening Skill

How can I **leverage technology** to enhance my students' listening skills?



Teachers can add audio or video resources from [Library](#), [Starred Resources](#), [YouTube](#) or [Whitelisted Websites](#) (Fig 1.1) in a lesson and set the preferred start and end time of playing. Teachers can then create [Multiple-Choice Questions](#) (Fig 1.2) and leverage the [Text-to-Speech](#) (Fig 1.2) to generate audio clips for students to understand the questions and options. [Tooltips](#), [Hints](#) and [Feedback](#) (Fig 1.2) can also be provided to **support students' learning**.

Alternatively, teachers can utilise other question types, such as [Fill-in-the-Blanks](#) (Fig 1.3) for students to input essential keywords they have picked out from the audio or video resources. After students have completed the questions, teachers can monitor students' responses using the [Heatmap](#) (Fig 1.4) and **provide timely and targeted feedback**.

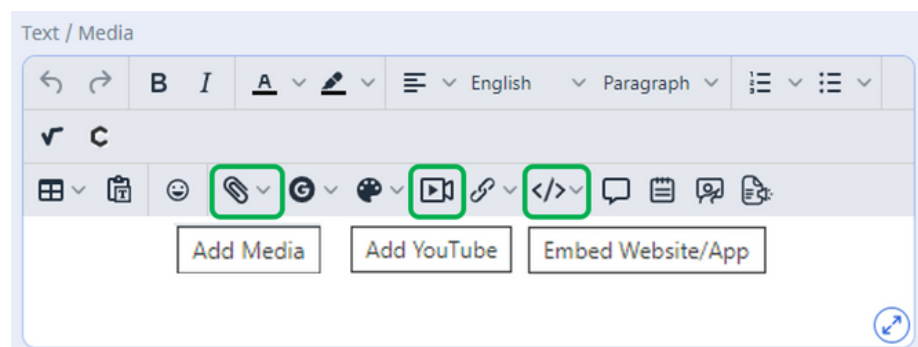


Fig 1.1



Fig 1.2



Fig 1.3

| Students | Section Status | Activity Status | Q1 | Q2 | Q3 | Q4 | Q5 | Activity Status |
|----------|----------------|-----------------|----|----|----|----|----|-----------------|
| 1. AAA | ✓ | ✓ | 1 | 1 | 1 | 1 | 1 | ✓ |
| 2. BBB | ✓ | ✓ | 1 | 1 | 1 | 1 | 1 | ✓ |
| 3. CCC | ✓ | ✓ | 1 | 1 | 1 | 1 | 1 | ✓ |
| 4. DDD | ✓ | ✓ | 1 | 1 | 1 | 1 | 1 | ✓ |
| 5. EEE | ✓ | ✓ | 1 | 1 | 1 | 1 | 1 | ✓ |

Fig 1.4

Click on the pictures for a larger view.



Students have the option to use Tooltips and Hints when answering the Multiple-Choice or Fill-in-the-Blanks Questions. Following their attempts, students can utilise the automated feedback to **identify and improve their performance** in question types where they encounter difficulties.



PEDAGOGICAL AFFORDANCES:

- Setting preferred playing duration of the audio or video resources allows teachers to **break down the resource into manageable segments**, making it easier for students to follow and listen for key information.
- The use of audio clips, Tooltips, Hints and Feedback provide **scaffolding support** for students' learning.
- Using technology for listening practices **makes grading and feedback more efficient**, saving time compared to manual marking. This extra time can then be used for targeted student support and promoting classroom discussions using Heatmap data, ultimately **increasing class productivity**.
- Leveraging technology for listening practices creates a record of [Completed Assignments](#) for **easier monitoring of learning progress over time**.

Speaking Skill



How can I create opportunities for **students to engage in active conversations** with their peers in their Mother Tongue languages?



Teachers can create [Topics](#) and [Posts](#) in the [Class Group Forum](#) (Fig 2.1) on learning content or current affairs for students to respond and discuss through audio or video responses. To further **encourage students to engage with their peers in their Mother Tongue language**, teachers can change the permission settings to [Allow Students to Create Posts](#) based on their interests.



Students can **exchange ideas with their peers** using audio or video responses by adding [Comments](#) (Fig 2.2) on the teacher's initial post in the [Class Group Forum](#). If students are granted the permission to create posts, they can also interact with their peers through commenting on one another's posts.

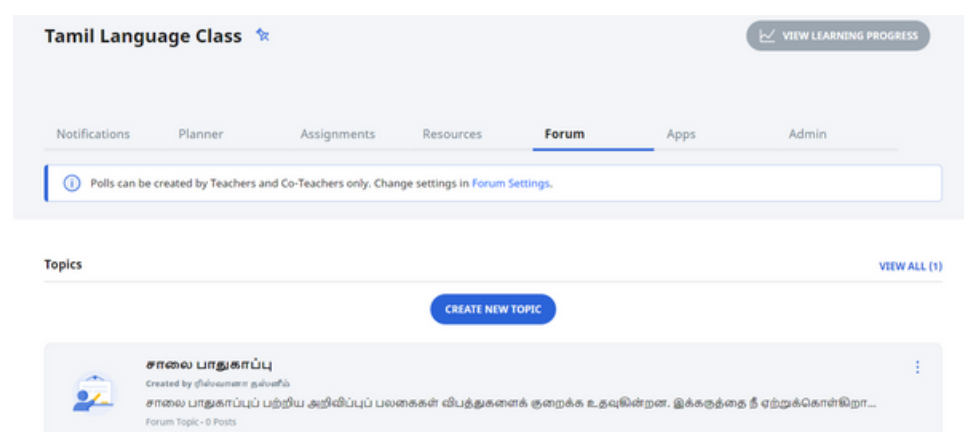


Fig 2.1

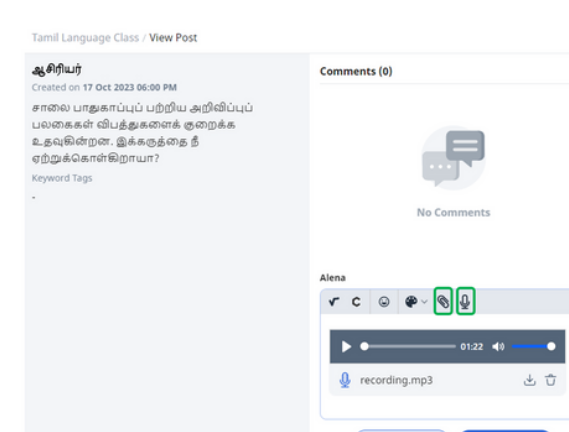


Fig 2.2

Click on the pictures for a larger view.



Alternatively, teachers can create an assignment to **facilitate in-depth discussions** on a specific topic by adding a [Discussion](#) (Fig 2.3) to promote conversations among students through audio or video responses. [Language Localisation](#) (Fig 2.4) can be enabled in the assignment to create a more immersive learning experience for students.



For the Discussion, students can **initiate conversations with their peers** by creating a [Post](#) (Fig 2.5) using audio or video responses. When creating the post, students can select the [Commenting is enabled](#) checkbox (Fig 2.5) so that their peers can interact with them.

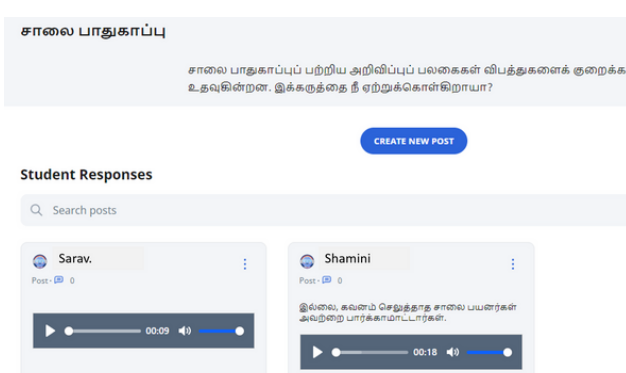


Fig 2.3

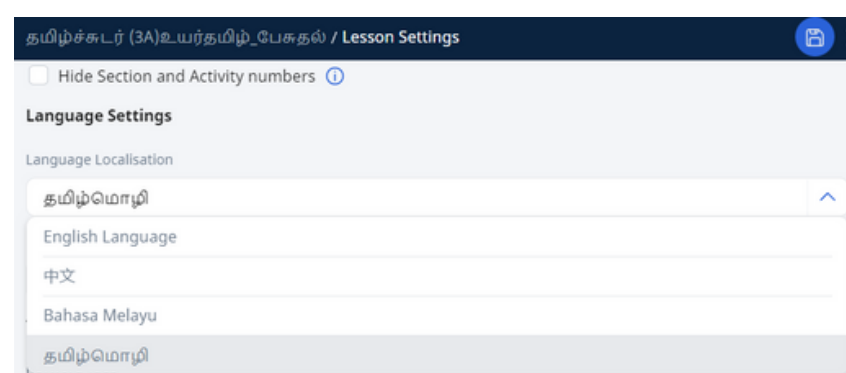


Fig 2.4

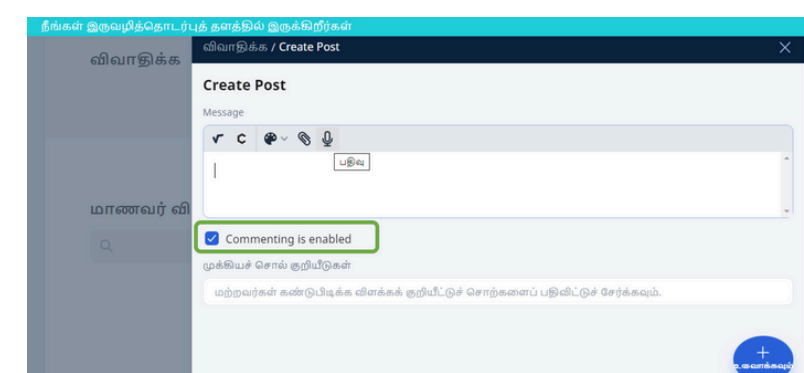


Fig 2.5

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- Using the Class Group Forum or the Discussion **encourages active engagement** among students as they actively share and exchange ideas on relevant topics using their Mother Tongue language. The asynchronous nature of both features **provide students the time to process and consolidate their thoughts** in order to engage in deeper conversations with their peers.
- Enabling the Language Localisation feature **immerse students more deeply in the subject matter**, making the learning experience more natural and intuitive.

How can I **scaffold my students with varying readiness levels** to better comprehend what they read?



Teachers can **strategically organise students** into [Subgroups](#) (Fig. 3.1) and set [Differentiated Access](#) to make different learning activities available to students of varying readiness levels.



Fig 3.1

Click on the picture for a larger view.

To **facilitate scaffolding**, teachers can use the [2-Column Display](#) (Fig 3.2) to present the passage and questions side-by-side. Breaking down the comprehension passage into paragraphs, using Tooltips (Fig 3.2) and audio clips generated from the Text-to-Speech (Fig 3.3) can help students to understand each paragraph better. Additionally, teachers can enable the [E-Dictionary \(CL\)](#) (Fig 3.4) or other online dictionary for students to search on unfamiliar vocabulary.

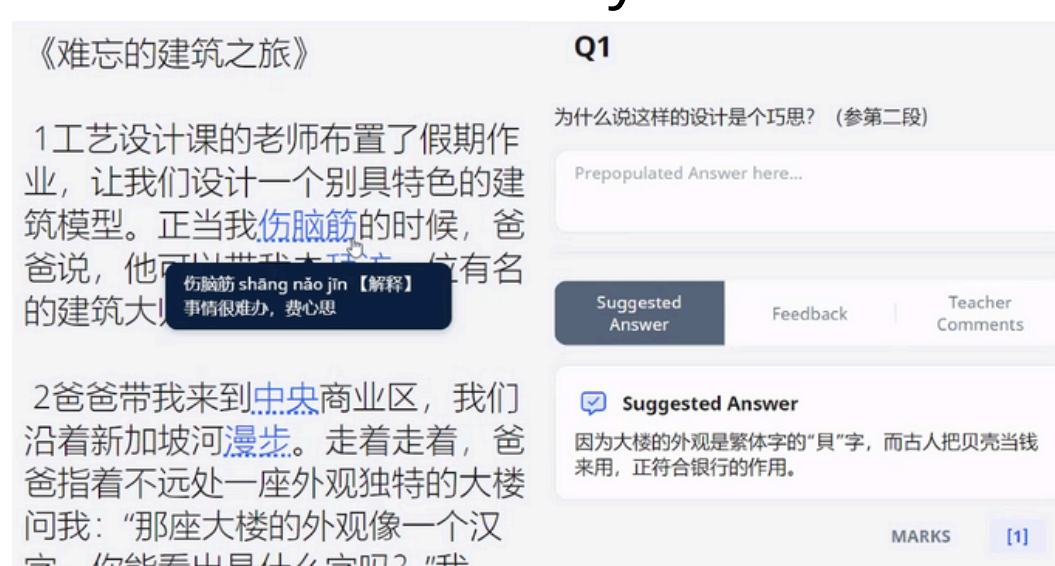


Fig 3.2

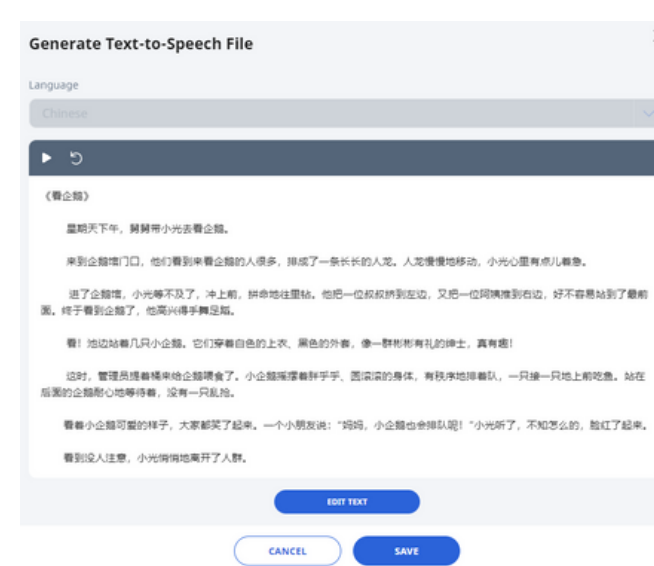


Fig 3.3

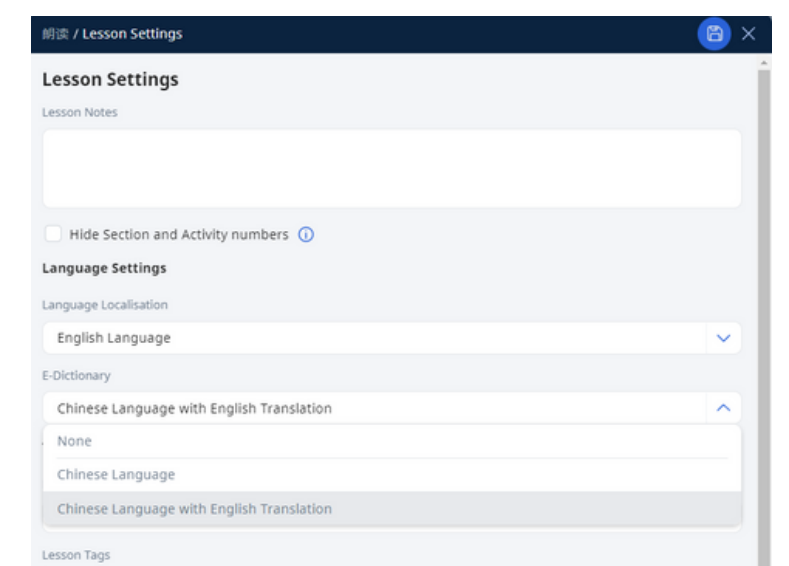


Fig 3.4

Click on the pictures for a larger view.



To **assess the understanding** of students at different readiness levels, teachers can include various question types such as [Multiple-Choice Question](#), [Fill-in-the-Blanks](#), [Click-and-Drop](#). Teachers can also explore the option of using [Free-Response Question](#) and [Interactive Thinking Tool](#) for students to articulate their choices, especially for Higher Order Thinking questions to understand students' thinking process.



Students can read the passage and questions simultaneously and focus on understanding the passage paragraph-by-paragraph, supported by Tooltips and audio clips, to **grasp the content better**. They can also use the [E-Dictionary \(CL\)](#) (Fig 3.5 & 3.6) to search on unfamiliar vocabulary. Students can complete the questions assigned by teachers to **demonstrate their understanding**.



Fig 3.5



Fig 3.6

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- The Subgroup feature allows teachers to assign passages with differentiated scaffolding, ensuring **students of varied readiness level can progress** in their learning.
- The 2-column display helps students to **see the passage and questions clearly**. Breaking the passage into smaller sections also improves text comprehension.
- Using the E-Dictionary feature (CL) allows students to **take ownership of their learning** by searching on unfamiliar vocabulary words.

How can I help my **students to generate ideas collaboratively** before writing their essays?



Teachers can use the [Interactive Thinking Tool](#) for students to generate ideas on the writing task. Teachers can create up to [3-Column Display](#) (Fig 4.1) or use existing thinking routine templates in SLS to **encourage critical thinking** and promote meaningful class discussions.

Teachers can **monitor and provide feedback** on the ideas generated by students. When viewing students' responses during class discussions, teachers can choose to hide students' names for anonymity on the Interaction Board by selecting the checkbox "Hide Names" on the Settings icon on the Interactive Thinking Tool card (Fig 4.2).



Students can submit a response (Fig 4.3) using **their preferred mode** on the [Interactive Thinking Tool](#). Apart from text, students can also use the drawing tool to insert graphical representations or upload related files to support their ideas.

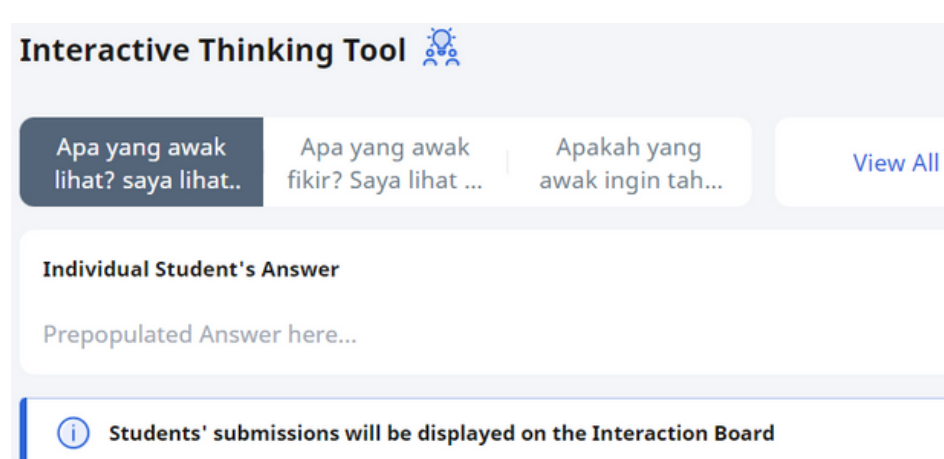


Fig 4.1

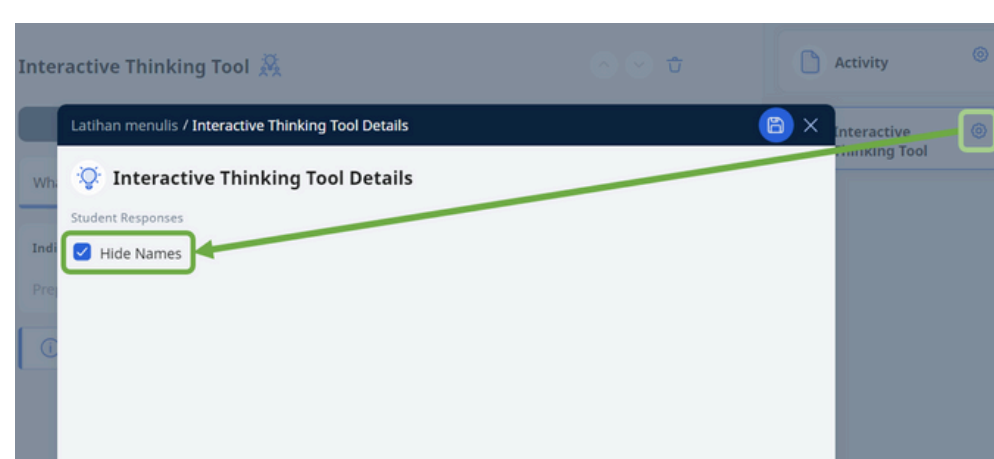


Fig 4.2

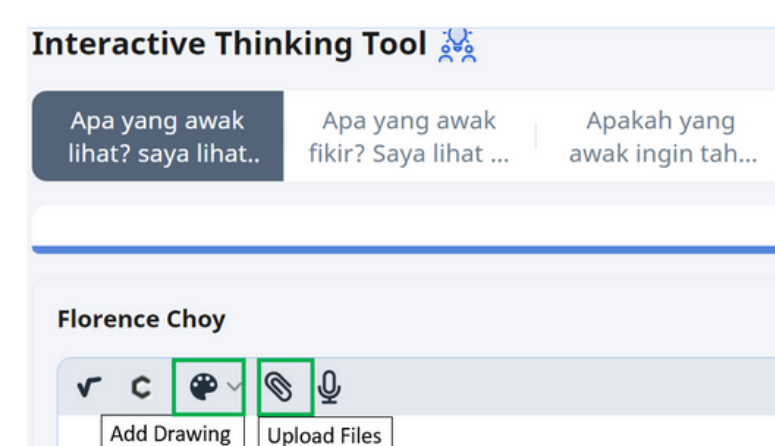


Fig 4.3

Click on the pictures for a larger view.



Alternatively, for more extensive content discussions, teachers can attach a [Google File](#) to a [Free-Response Question](#) (Fig 4.4) to provide information about the writing task and turn on the [Team Activity](#) mode (Fig 4.5) from the Assignment Settings subpage for students to **generate ideas collaboratively** on the writing task within their groups.

Teachers can [mark Google-Attached Files](#) (Fig 4.6) and provide personalised feedback on the Google File in SLS. They can also enable [Assignment Sharing](#) (Fig 4.7) once all students have done their corrections, enabling students to share their assignments with their peers and **learn from one another**.

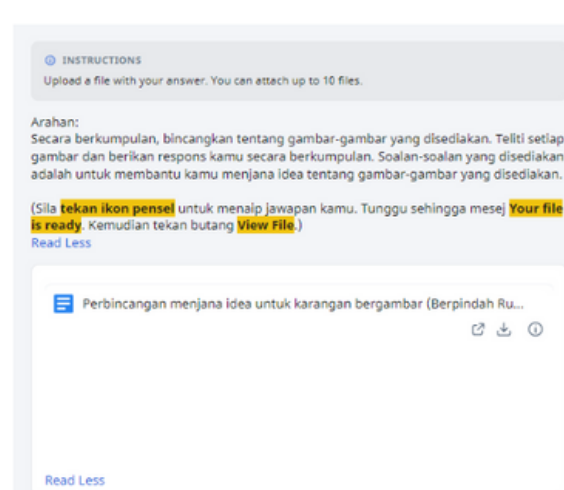


Fig 4.4

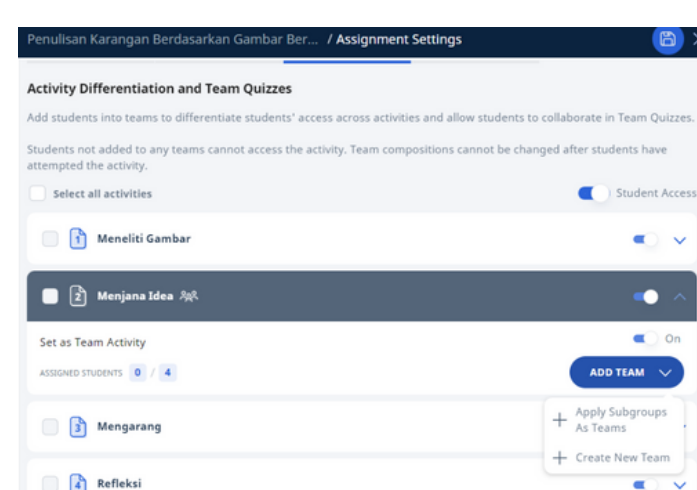


Fig 4.5



Fig 4.6

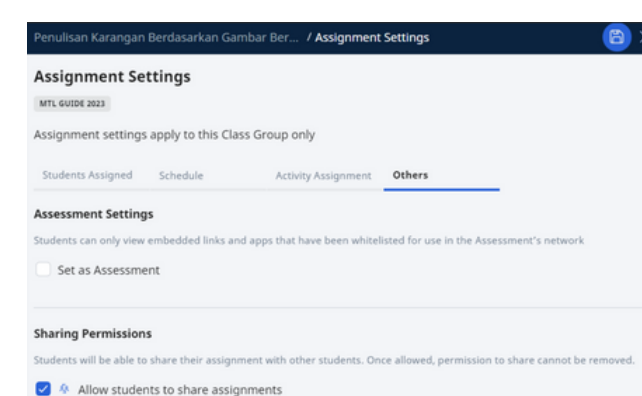


Fig 4.7

Click on the pictures for a larger view.



To **facilitate collaboration** during the lesson activity, students can [access the Google-Attached File](#) (Fig 4.8) whereby a copy of it will be automatically created for the pre-assigned team. Team members can then access the file and collaborate on the writing task. After the team has completed the writing task, any member can submit the file on behalf of the team to receive teachers' comments in SLS.

(*Do note that students need to [link their SLS accounts](#) to their iCON 2.0 in order to access the Google Documents.)

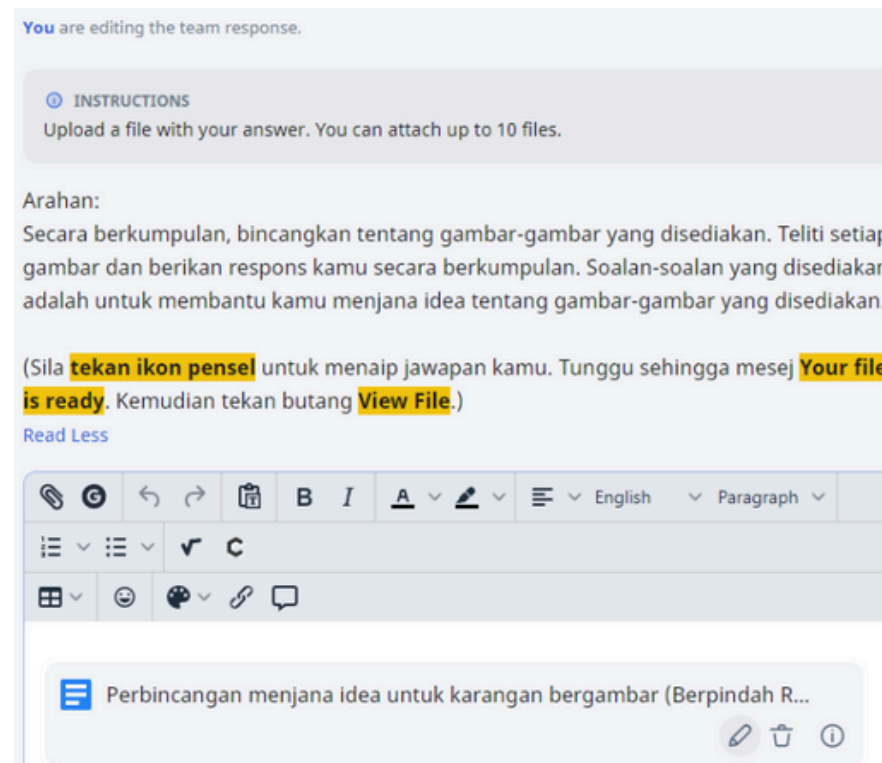


Fig 4.8

Click on the pictures for a larger view.



PEDAGOGICAL AFFORDANCES:

- The Interactive Thinking Tool allows teachers and students to **view and comment to responses using different modes**. It also allows students to receive peer feedback and refine their understanding **in a safe space with the anonymity setting**.
- Attaching a Google File to a Free-Response Question allows students to **annotate specific phrases in the passages and make direct edits**. It also allows teachers to pre-populate additional scaffolding at specific junctures to guide students' thinking process more comprehensively.
- The Assignment Sharing feature provides students the **opportunity to learn from others** and make refinements to their writing.

