SINGAPORE
Student Learning Space

Educational Technology Division
Ministry of Education

SLS Guide for English

Leveraging SLS to Enhance Teaching and Learning of English



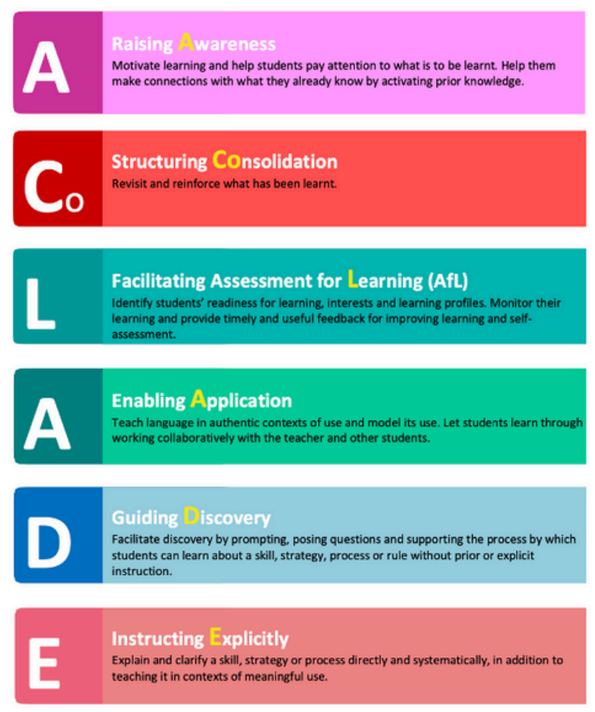
Features primary and secondary level learning activities

Updated as of 28 March 2025

SLS Guide for English Language
Leveraging SLS to Enhance Teaching and Learning of English Language

Educational Technology Division
Ministry of Education

- The guide is developed by Educational Technology Division (ETD) with input from Academy of Singapore Teachers (AST) and Curriculum Planning and Development Division (CPDD).
- The examples in the guide incorporate key actions and considerations in the EdTech Pedagogical Scaffold (EdTech PS).
- 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.

Content outline

Click on the page number to access the page

Raising Awareness

- **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?** — **Pg 4**

Structuring Consolidation

- **How can I strengthen my students' knowledge of grammatical items and guide them to apply the skills and knowledge to new contexts?** — **Pg 5**

Facilitating Assessment for Learning

- **How can I help my students to review, revise, proofread and edit their writing drafts?** — **Pg 6**

NEW! **How can I provide timely and customised feedback to strengthen my students' literal understanding of a text?** — **Pg 7**

Enabling Application

- **How can I encourage my students to develop and organise ideas for speaking and representing through active discussion?** — **Pg 8**

Guiding Discovery

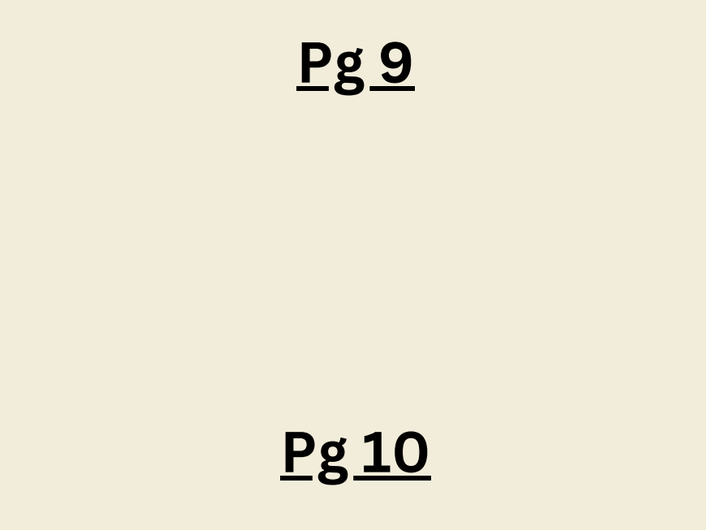
- **How can I encourage my students to make and verify their predictions to facilitate the comprehension of texts?** — **Pg 9**

Instructing Explicitly & Facilitating Assessment for Learning

- **How can I help my students to listen and view actively to interpret texts using appropriate strategies?** — **Pg 10**

NEW! **How can I teach my students to use appropriate prosodic features to speak with expression and fluency?** — **Pg 11**

Share your feedback!



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.



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. By **building on each other's ideas** and exchanging learning resources on SLS, the opportunity for students to learn together is strengthened.

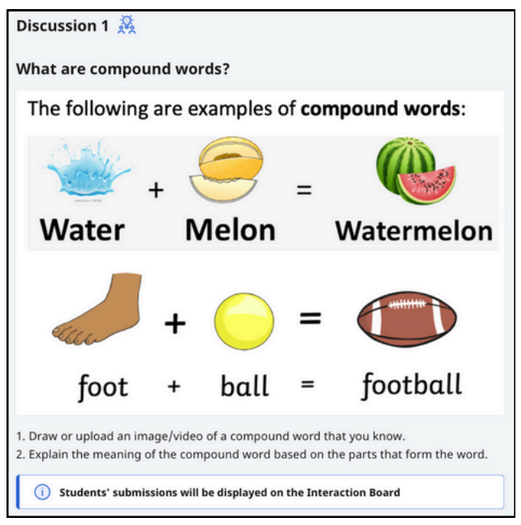


Fig. 1.1

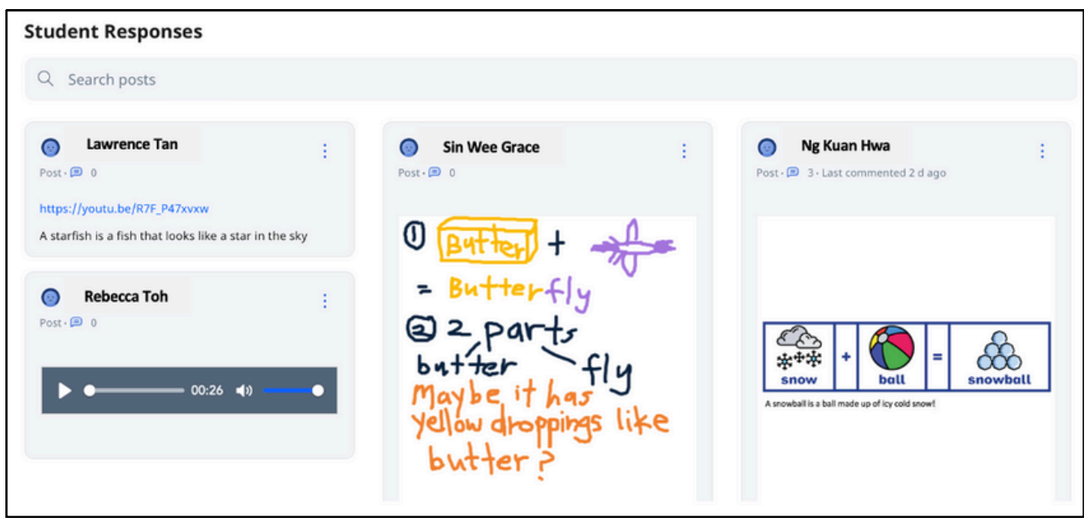


Fig. 1.2

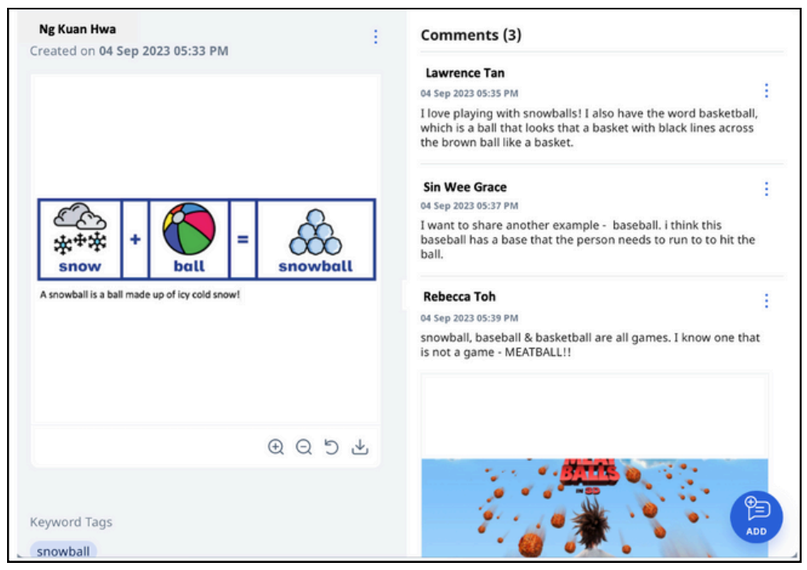


Fig. 1.3

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.

Co

Structuring Consolidation

Revisit and reinforce what has been learnt.

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 more efficiently with the help of Data Assistant (DAT) (Fig. 2.4).

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. 2.5). Subsequently, subgroups can view other submissions on the Interaction Board and attempt one other group's instructional guide before providing constructive Comments (Fig. 2.6) on their peers' work.

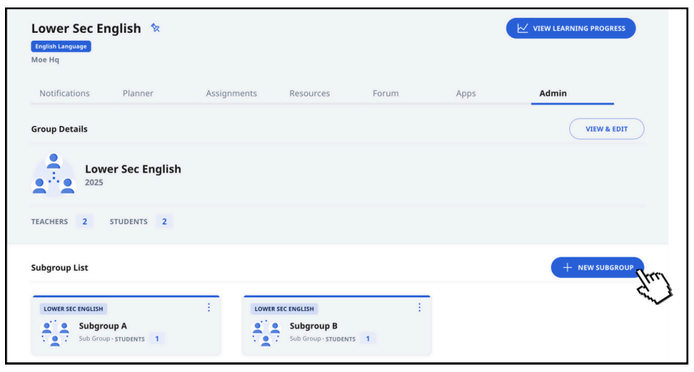


Fig. 2.1

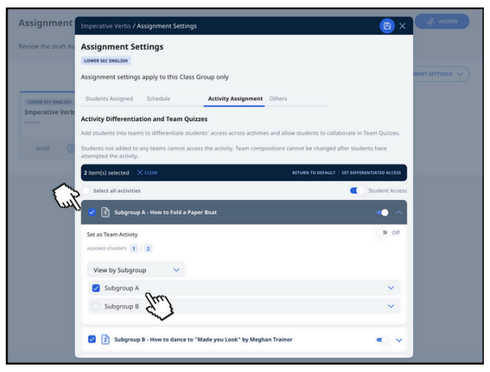


Fig. 2.2

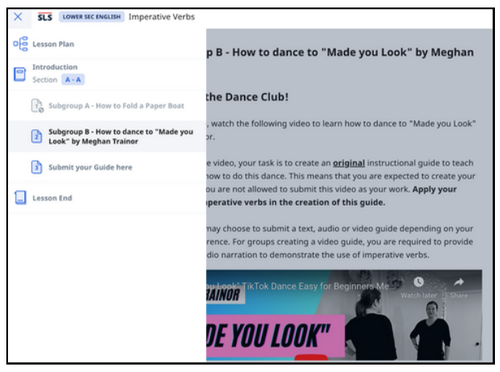


Fig. 2.3

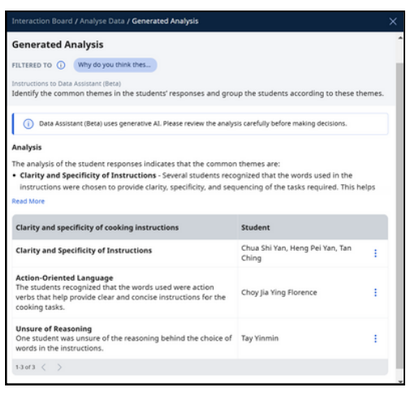


Fig. 2.4

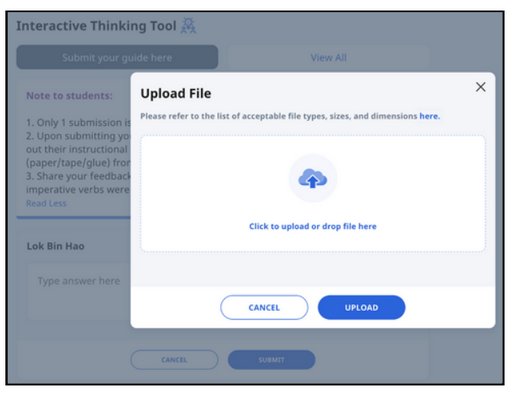


Fig. 2.5

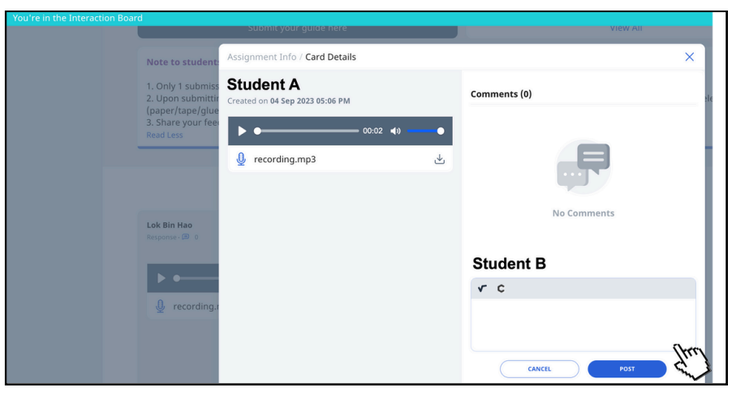


Fig. 2.6

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 ITT, 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**.

L 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** that highlight content development in writing. Teachers may add rubrics to the Short Answer Feedback Assistant (ShortAnsFA) (Fig. 3.1), such as by adapting this set of sample rubrics (ICON login required). Additionally, teachers can use Data Assistant (DAT) in conjunction with ShortAnsFA to organise feedback and address learning gaps as needed. With the learning data, teachers can provide targeted feedback to move the students forward in their learning.

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 when writing their drafts. Upon submission, the ShortAnsFA uses the uploaded rubrics to evaluate the students' writing and provide immediate feedback after they respond. Marks and feedback are provided for each dimension stated in the rubric (Fig. 3.3). The **timely feedback helps students to determine the next steps** to be taken to improve their writing.

Subsequently, students can use online language checkers (e.g., Grammarly) (Fig. 3.4) to help them in proofreading and editing their writing drafts.

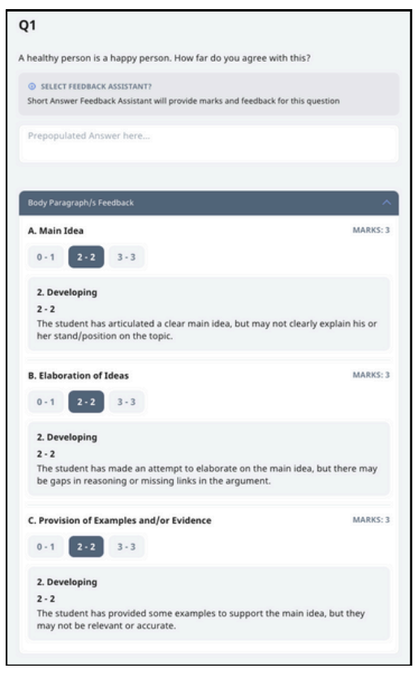


Fig. 3.1

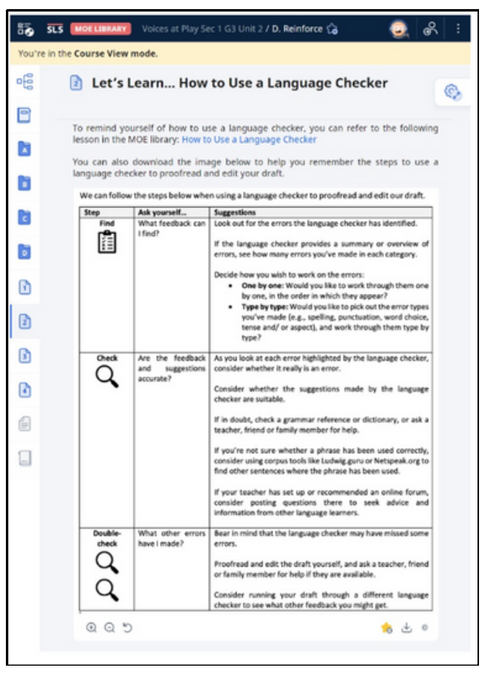


Fig. 3.2

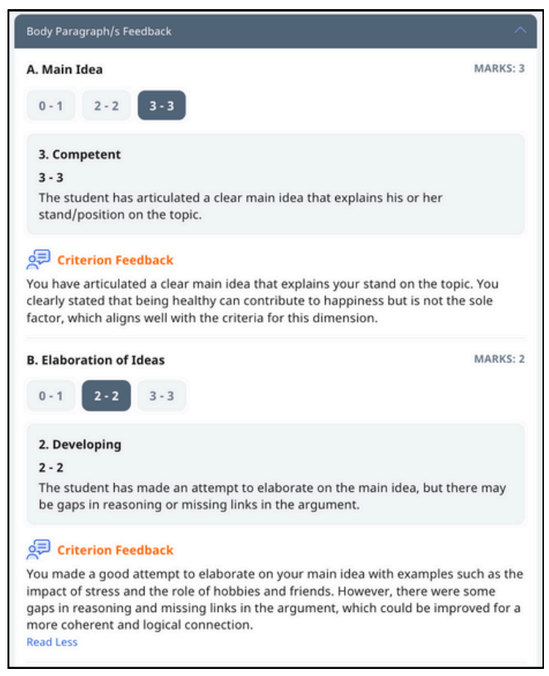


Fig. 3.3

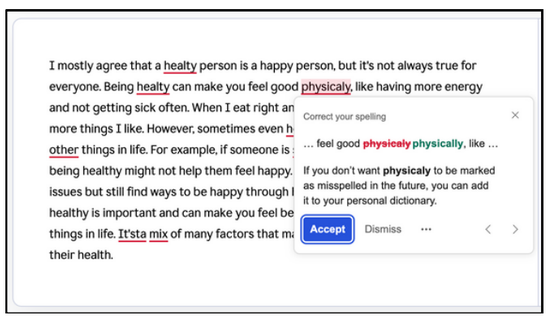


Fig. 3.4

Interested for more ideas? Click here to watch how ShortAnsFA is used in another EL lesson!

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 engage in planning and self-regulation. The ShortAnsFA enhances this process by providing immediate, customised feedback, helping students identify areas for improvement in their writing. Additionally, the Data Assistant complements teachers' expertise by **facilitating timely, data-informed interventions**.
- The **automated feedback** given by online language checkers **motivates students to revise their drafts** more frequently, which helps to **strengthen their self-efficacy** in the learning of the English Language.

L 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 provide **timely and customised feedback** to strengthen my students' literal understanding of a text?



After students engage in close reading, teachers can **scaffold understanding of a text** by instructing them to first respond to literal questions set using the Short Answer Feedback Assistant (ShortAnsFA) in a Progressive Quiz (Fig. 4.1). ShortAnsFA **generates immediate and customised marks and feedback** by interpreting the Suggested Answer or Rubrics. Teachers can set Prerequisites for subsequent sections and activities within the module, requiring students to achieve a minimum score on the Progressive Quiz (Fig. 4.2) before unlocking other sections or activities which might require higher-order thinking (e.g., analysis, synthesis, evaluation). Learning data that is captured from the quiz helps teachers understand their students' progress.

After receiving immediate, personalised feedback and marks from the ShortAnsFA (Fig. 4.3), students can retry the Progressive Quiz **to improve their responses** to the questions asked about the text (Fig. 4.4).

Upon attaining the minimum quiz score, students will be able to **progress to attempt more challenging activities/questions**.

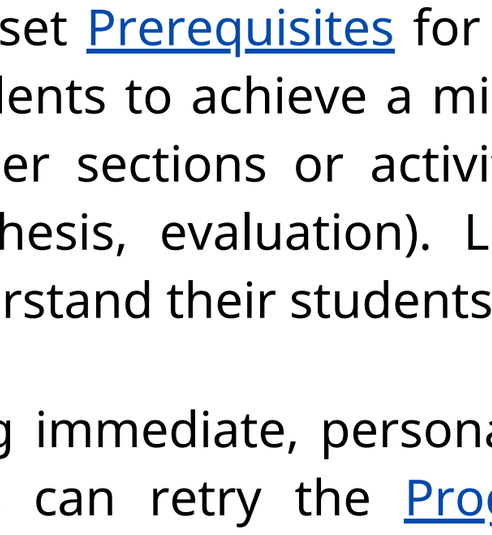


Fig. 4.1

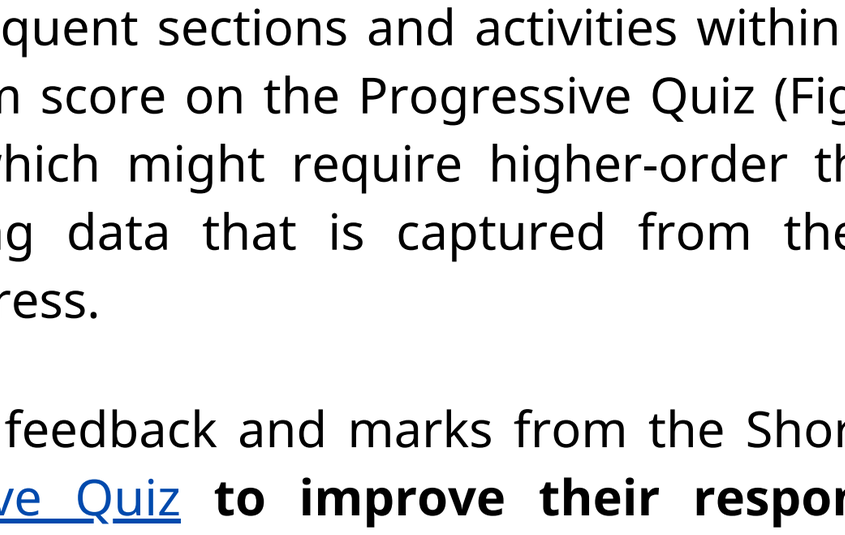


Fig. 4.2

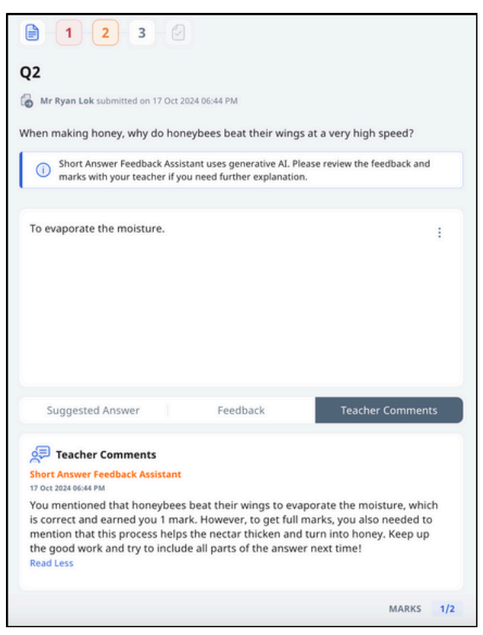


Fig. 4.3

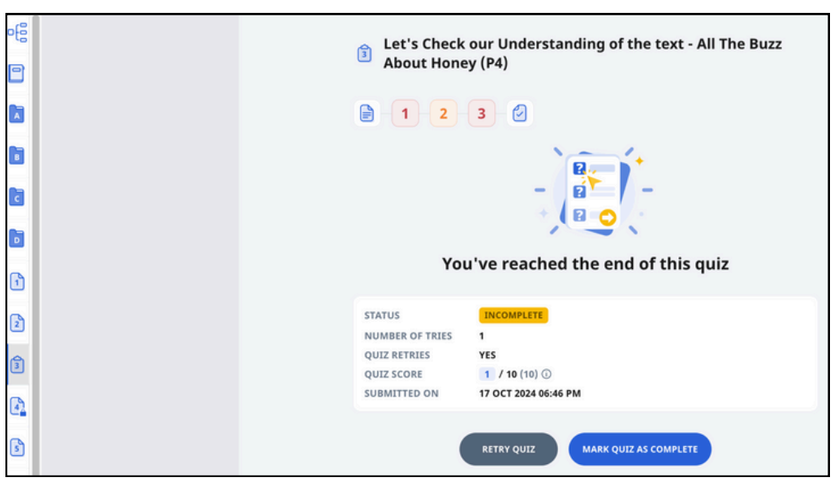


Fig. 4.4

Click on the pictures for a larger view.

PEDAGOGICAL AFFORDANCES:

- Providing students with immediate and customised feedback on literal comprehension questions **shortens the feedback loop**, enabling them to quickly identify and correct misunderstandings, thereby improving their understanding of the text.
- With an improved understanding of the text, students will be better prepared to attempt more challenging questions.

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.



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. 5.1) 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. 5.2).

Discussions can also be conducted online using the Google Meet Link (Fig. 5.3) outside of class or during Home-Based Learning (HBL), creating opportunities for students to connect with their peers **to build and synthesise knowledge together**. Teachers can also create unique Google Meet links for each activity or subgroup to faciliate small group discussions.

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. 5.4) on the assignments, enabling asynchronous discussions to take place.

Teams can also view and respond to their Teacher's Comments (Fig. 5.5) on their audio response.

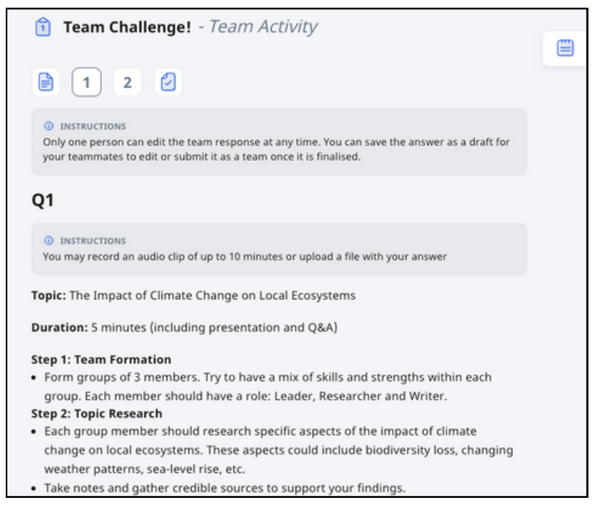


Fig. 5.1

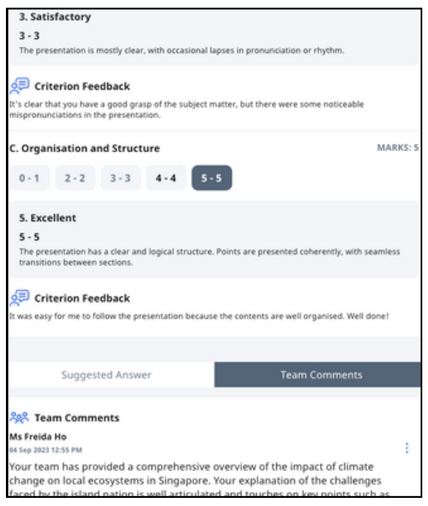


Fig. 5.2

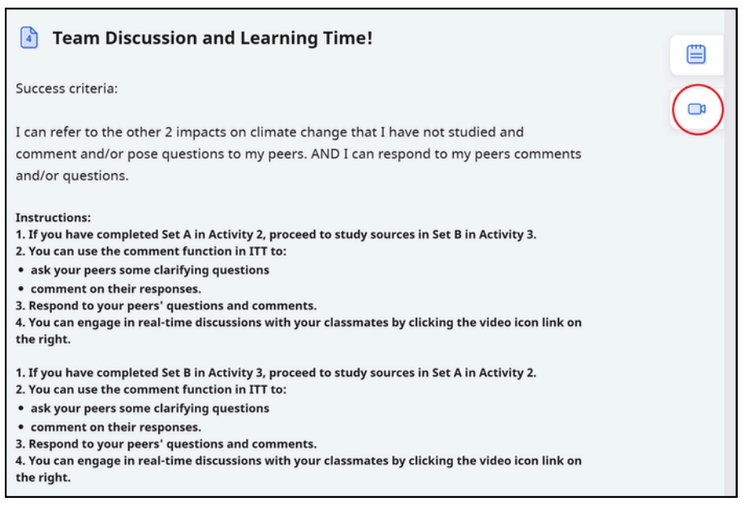


Fig. 5.3

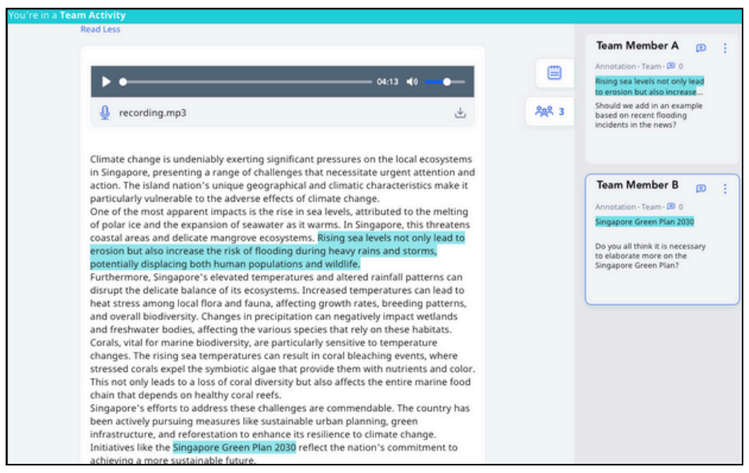


Fig. 5.4

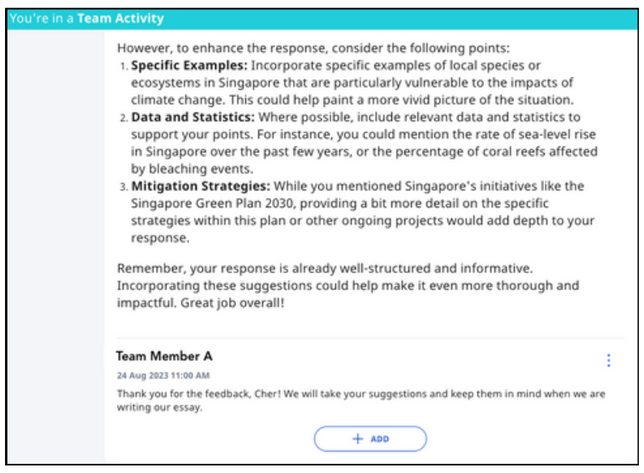


Fig. 5.5

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. Students **develop metacognitive skills** as they reflect on how effectively they have expressed their thoughts through the use of audio response feature, and made adjustments to improve their content accordingly.

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.

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. 6.1) in the text, to help students **think more critically** as they progress through the text. Before students read independently/in pairs, teachers can model reading the text and guiding questions aloud. Then they can demonstrate how they Highlight and Annotate their comments/predictions on the text to make their thinking visible.

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. 6.2). Students can make Annotations by highlighting key words and/or phrases and add notes as they read the text (Fig. 6.3) to make and verify their predictions. By engaging with the guiding questions and annotations, students can **reflect on their understanding and verify their predictions**, which supports the development of their metacognitive skills.

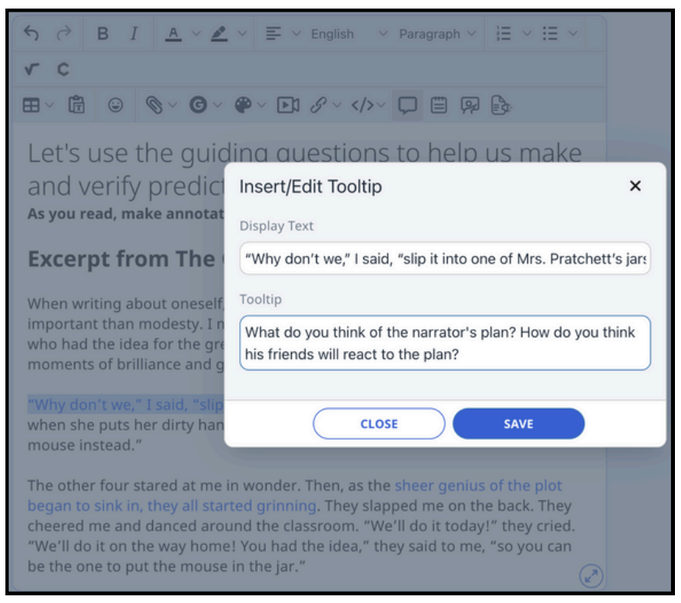


Fig. 6.1

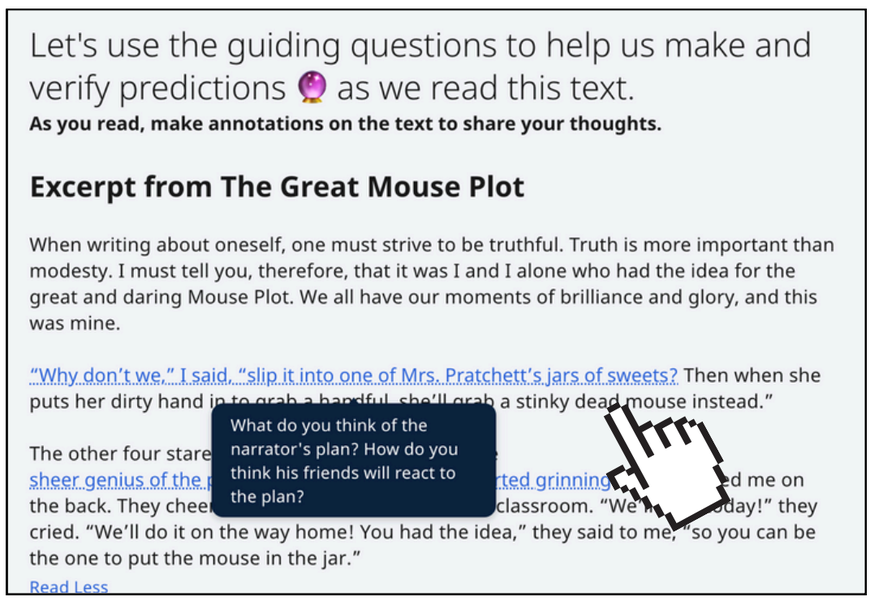


Fig. 6.2

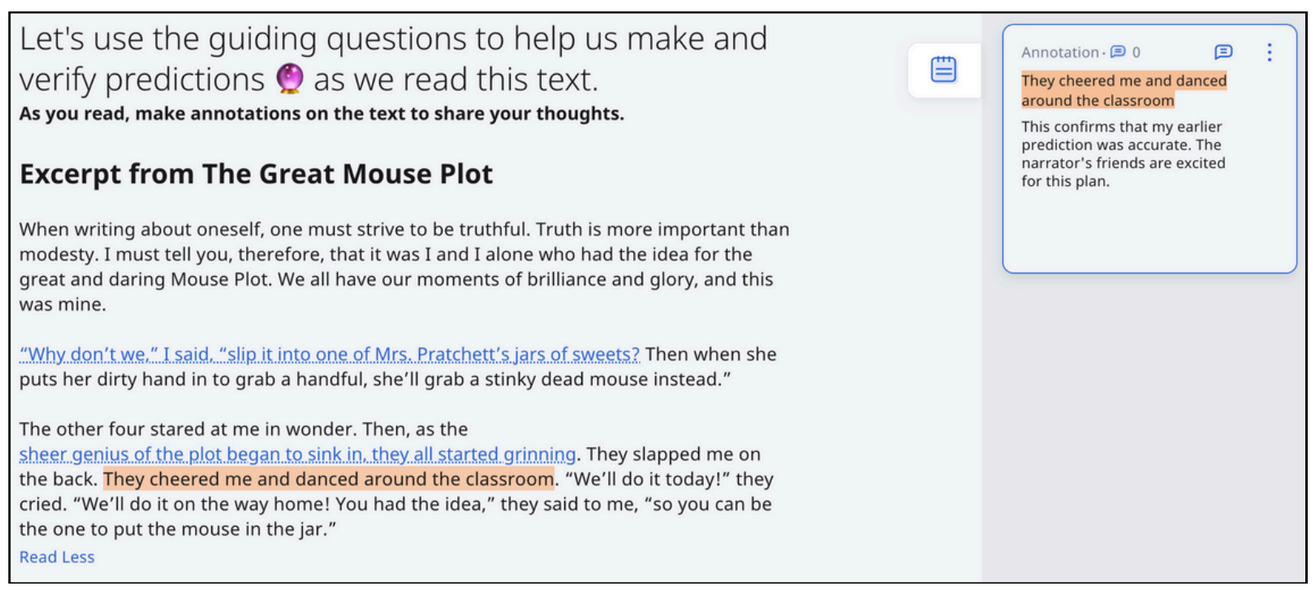


Fig. 6.3

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**. Students **become active readers** when they annotate the text and make their thoughts visible.

E Instructing Explicitly

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 (MCQ) with automated feedback (Fig. 7.1) 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 using Activity Templates, such as the Word Cloud template. They can then use the Interactive Thinking Tool (ITT) to encourage prediction before using a Click-and-Drop Activity (Fig. 7.2) 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. Teachers can monitor students' listening skills through their completed work and the data collected during these activities.

Students can add Notes to audio, video resources, or images (Fig. 7.3) and/or create annotations using Student Tooltip (Fig. 7.4) 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.

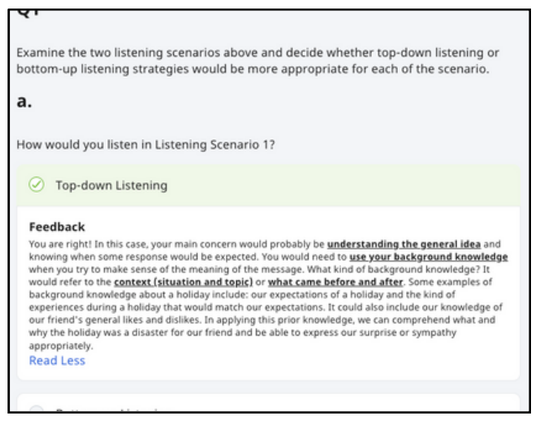


Fig. 7.1

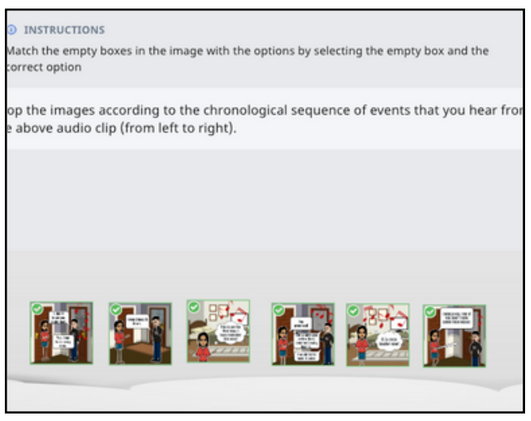


Fig. 7.2

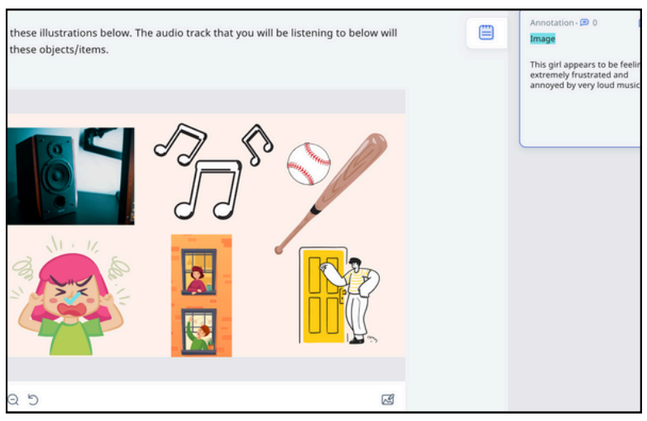


Fig. 7.3

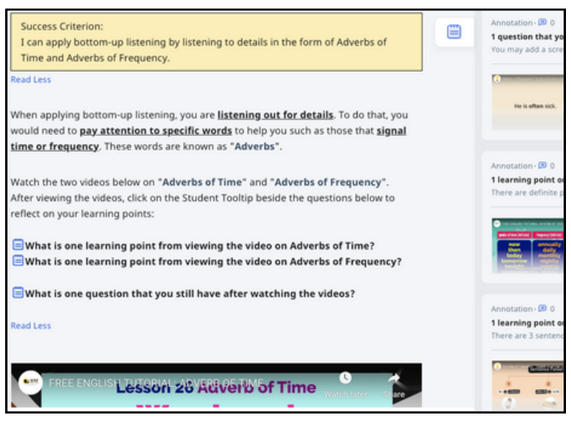


Fig. 7.4

Click on the pictures for a larger view.

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.

Instructing Explicitly & Facilitating Assessment for Learning

Explain and clarify a skill, strategy or process directly and systematically.
Monitor learning and provide timely and useful feedback for improving learning and self-assessment.



How can I teach my students to **use appropriate prosodic features** to speak with expression and fluency?

Teachers can begin the lesson with a Poll for students to reflect on their confidence in using prosodic features (e.g., volume, pace, stress and intonation) to speak with expression and fluency (Fig. 8.1). Using data from the poll, teachers can **provide differentiation** by instructing students to prioritise the prosodic features they wish to learn first.

Teachers can Split an Uploaded Video across multiple pages when using a video to **explicitly instruct** students in prosodic features (Fig. 8.2). Before students view the video, teachers can explain the purpose of viewing it and how to navigate the pages so that students can **easily access the prosodic features they wish to learn first**. The multiple pages allow teachers to provide explanations at appropriate intervals to clarify what each prosodic feature is. Teachers can also insert questions at appropriate intervals to **guide students to systematically notice and reflect** on how the speaker's use of prosodic features affects expression and fluency. Video Transcription can be added to help students understand in written form what they hear.

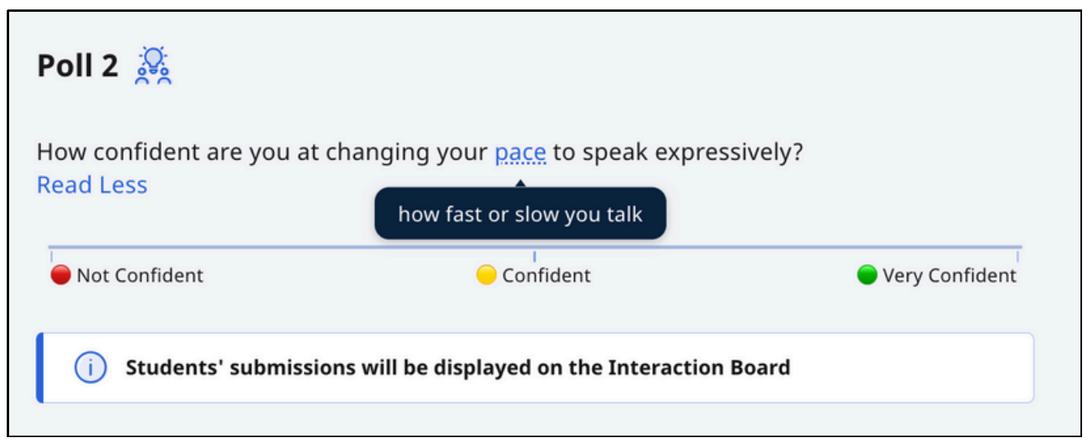


Fig. 8.1

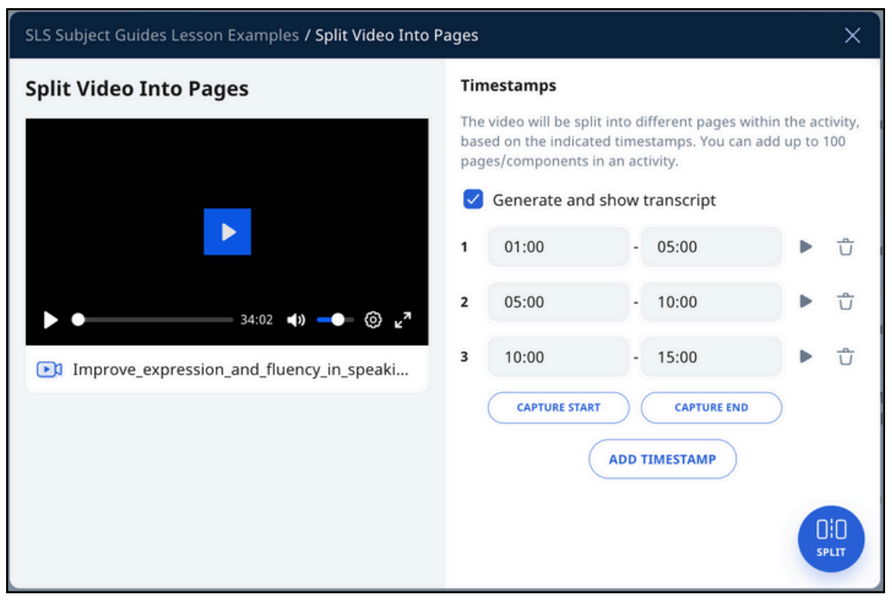


Fig. 8.2

Click on the pictures for a larger view.

Students have the **autonomy** to select the page which they wish to begin learning (Fig. 8.3). After watching the video segment, students can attempt assessment questions to check their understanding (Fig. 8.4) before moving on to another page to learn about the next prosodic feature.

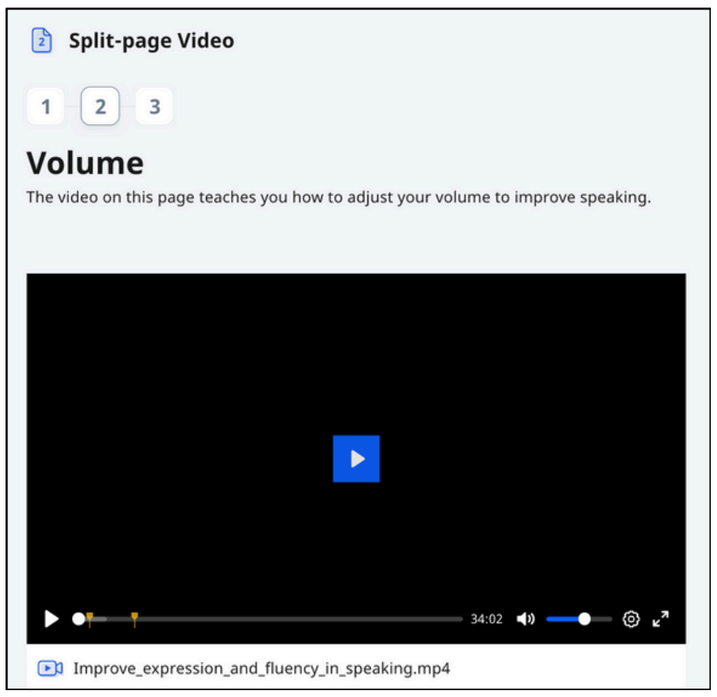


Fig. 8.3

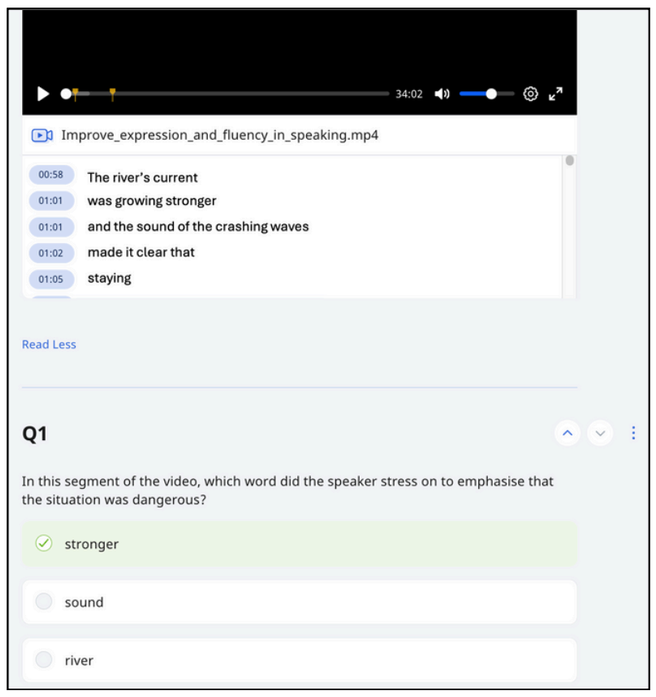


Fig. 8.4

Click on the pictures for a larger view.

Instructing Explicitly & Facilitating Assessment for Learning

Explain and clarify a skill, strategy or process directly and systematically.
Monitor learning and provide timely and useful feedback for improving learning and self-assessment.

To get students to **apply their understanding of prosodic features**, teachers can instruct them to audio record themselves speaking a few lines and submit their recordings on the Interactive Thinking Tool (ITT). Teachers can replay these audio recordings and provide targeted feedback. Alternatively, teachers can also set up a Speech Evaluation Tool question to **assess students' spoken responses.**

When students submit their audio recordings on the ITT, they can listen to their peers' recordings and Comment on how appropriately prosodic features are used.

When students submit an audio response to a question enabled with the Speech Evaluation Tool, an automatically generated transcript of the response highlights the errors by underlining them (Fig. 8.5). Students can click on these errors to correct their speech.

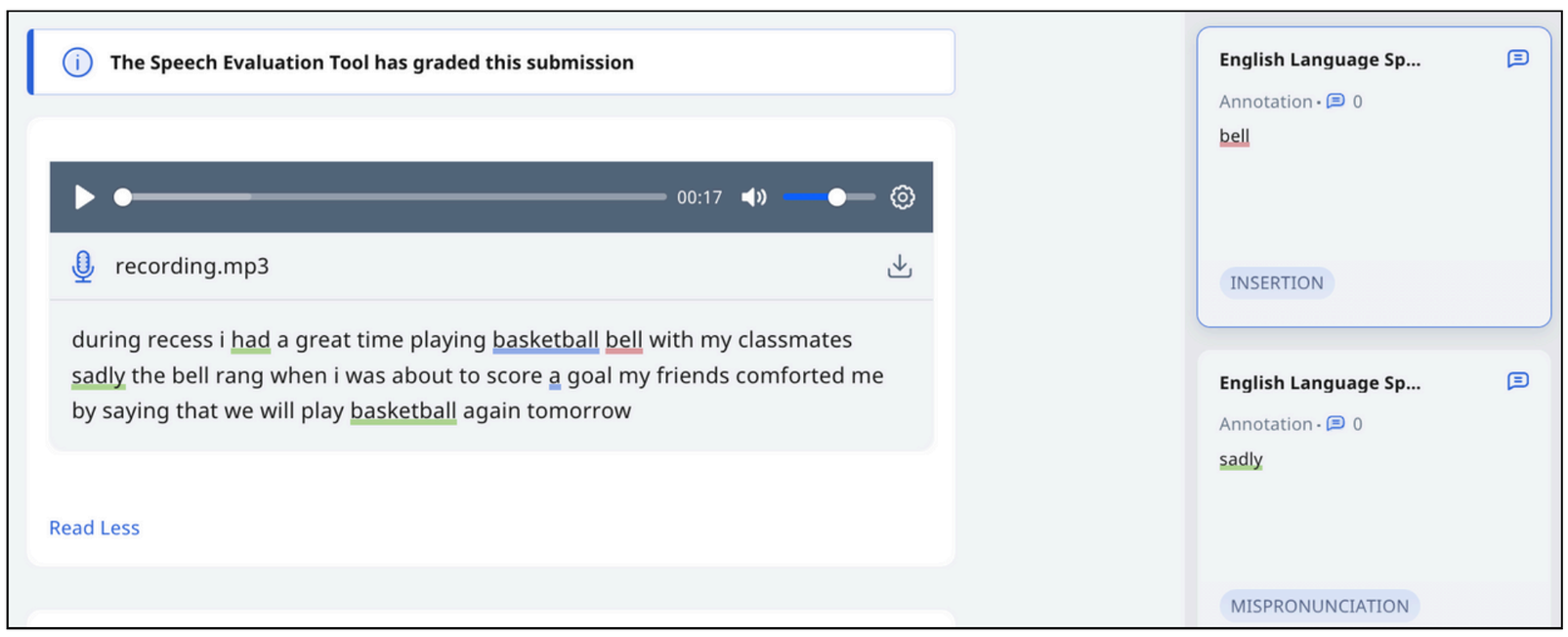


Fig. 8.5

Click on the picture for a larger view.

PEDAGOGICAL AFFORDANCES:

- Technology **allows explicit instruction to be presented in multimodal ways.** Videos can visually and audibly demonstrate prosodic features, catering to both visual and auditory learners. This multimodal approach can make **abstract concepts more concrete and understandable for students**.
- Splitting instructional videos into bite-sized segments helps students to **focus on specific prosodic features, without feeling overwhelmed**. This ensures that students stay engaged as they can practise applying their learning immediately after each segment.
- Timely and personalised feedback **enables students to review how effectively they have applied the prosodic features**, and helps them identify what they need to work on to improve their audio recordings.

Share your feedback!





https://go.gov.sg/guidefeedback





