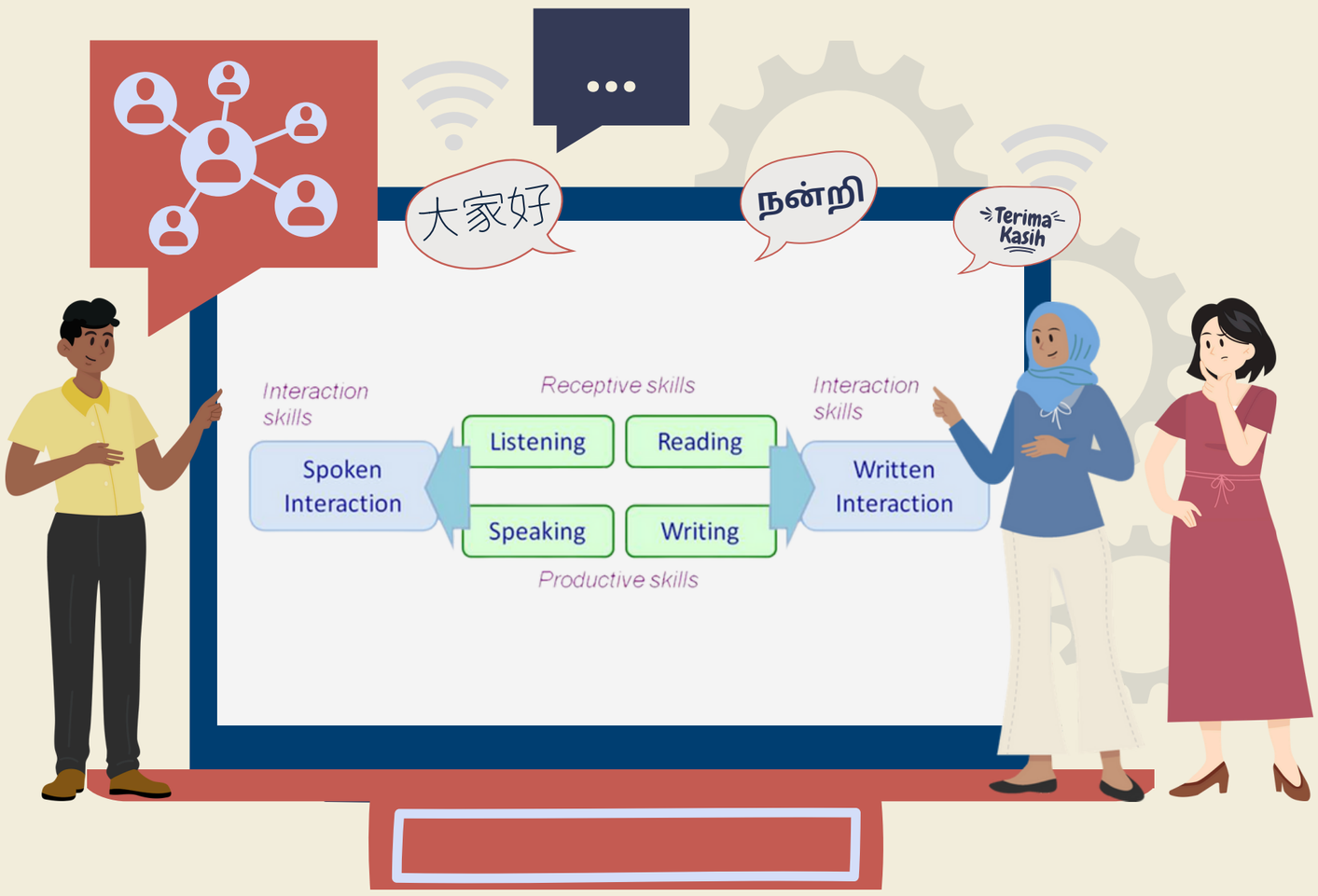
SINGAPORE
Student Learning Space

Educational Technology Division
Ministry of Education

SLS Guide for Mother Tongue Languages

Leveraging SLS to Enhance Teaching and Learning of Mother Tongue Languages



Features primary and secondary level learning activities

Updated as of 28 March 2025

SLS Guide for Mother Tongue Languages

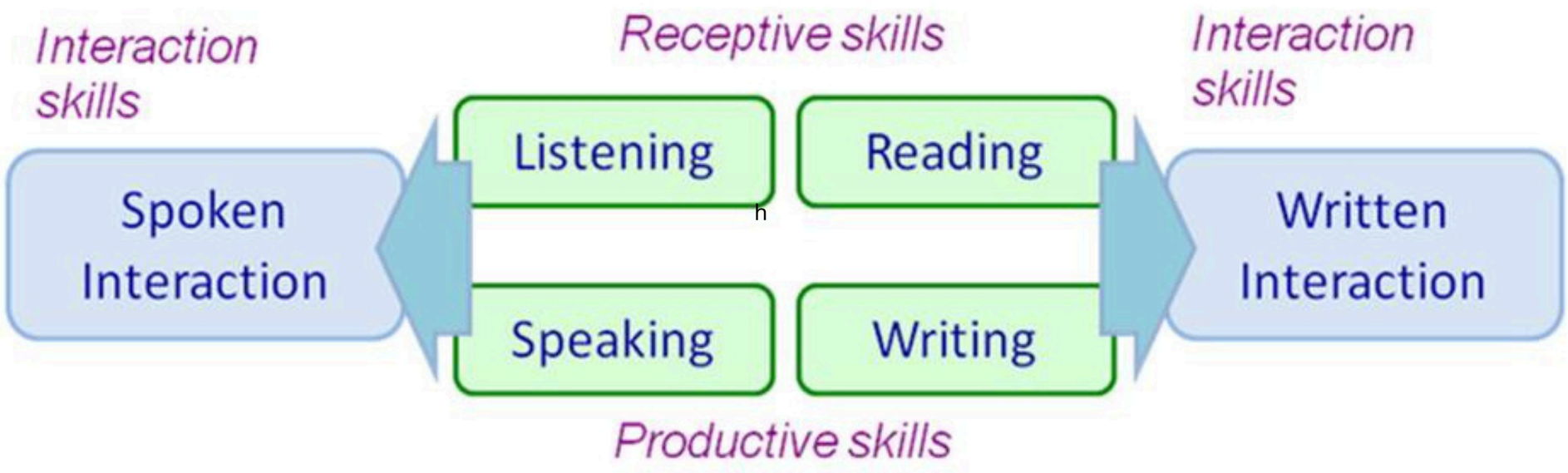
Leveraging SLS to Enhance Teaching and Learning of Mother Tongue Languages

- The guide is developed by Educational Technology Division (ETD) with input from Academy of Singapore Teachers (AST) and the 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 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.

Content outline

Click on the page number to access the page

Listening Skill

- **How can I leverage technology to enhance my students' listening skills?** — **Pg 4**

Speaking Skill

- **How can I create opportunities for students to engage in active conversations with their peers in their Mother Tongue languages?** — **Pg 5**

Reading Skill

NEW!

- **How can my students receive immediate and individualised feedback on their reading accuracy and fluency?** — **Pg 6**

- **How can I scaffold my students with varying readiness levels to better comprehend what they read?** — **Pg 7**

Writing Skill

- **How can I help my students generate ideas collaboratively and refine them when writing their essays?** — **Pg 9**



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 Module and set the preferred start and end time of playing. Uploaded resources or YouTube video can be split across pages within the Activity.

Teachers can then create Multiple-Choice Questions (MCQ) (Fig. 1.2) and leverage the Text-to-Speech (TTS) (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**. To provide additional scaffolding for certain students, teachers can annotate video or audio resources (Fig. 1.3) directly in their assignments to emphasise key content. 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 through the Monitor Assignment page (Fig. 1.4) and **provide timely and targeted feedback** to move students' learning forward.

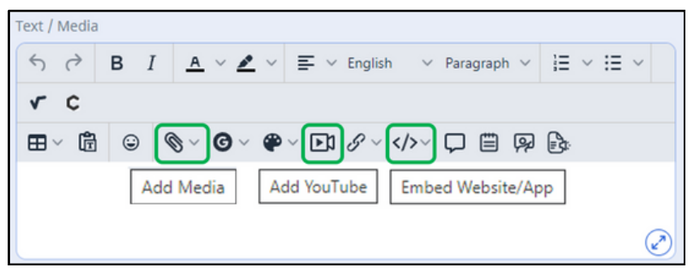


Fig. 1.1



Fig. 1.2

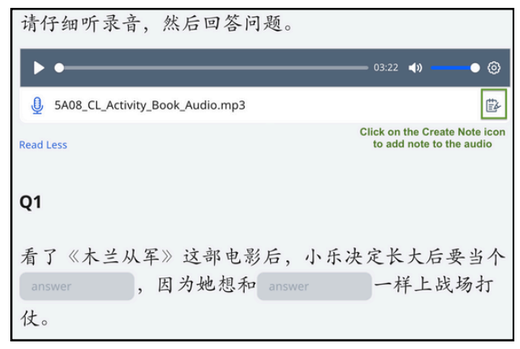


Fig. 1.3

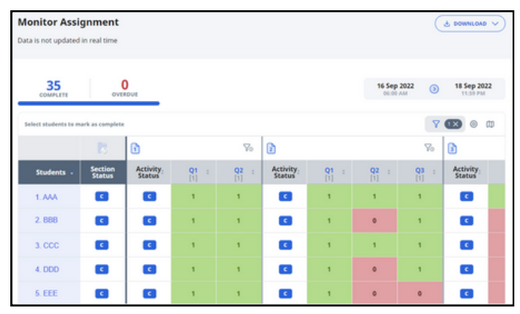


Fig. 1.4

Click on the pictures for a larger view.

Students can Add Notes while engaging with audio or video resources to enhance their understanding or to seek clarification from their teachers. They have the option to use Tooltips and Hints when answering the Multiple-Choice or Fill-in-the-Blanks Questions. Through interacting with the digital scaffolds, students deepen their understanding of the task requirements and progress towards the desired learning goals. Following their attempts, students can utilise the automated feedback to **identify and improve their performance** in question types where they encounter difficulties.

PEDAGOGICAL AFFORDANCES:

- Splitting resources across pages 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 annotations, 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 learning data from Monitor Assignment page, ultimately **increasing class productivity**.
- Leveraging technology for listening practices creates a record of completed assignments for **easier monitoring of students' progress**.

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. Through active online discussions, students build on and synthesise their knowledge and understanding of their Mother Tongue languages, improving their language skills over time.

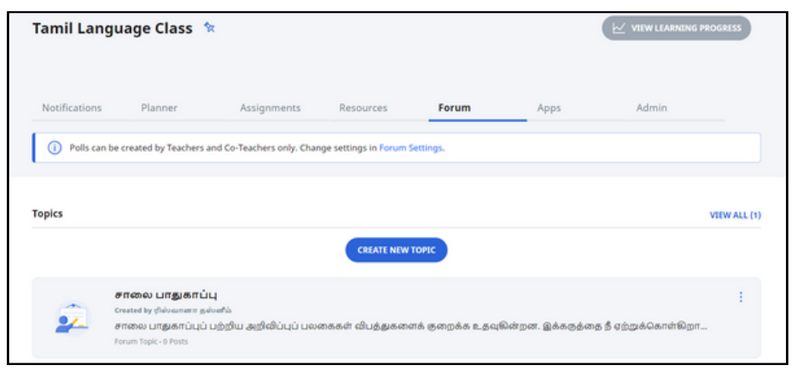


Fig. 2.1

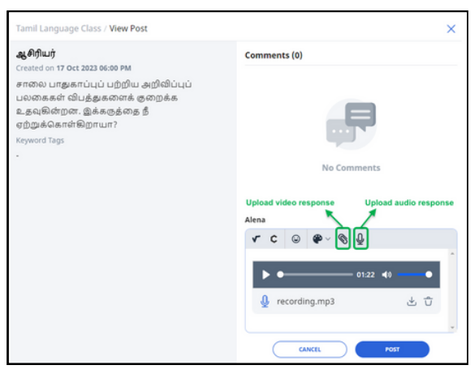


Fig. 2.2

Click on the pictures for a larger view.

Alternatively, teachers can create an Activity to **facilitate in-depth discussions** on a specific topic by adding a Discussion (Fig. 2.3), which promotes conversations among students through audio or video responses. Language Localisation (Fig. 2.4) can be enabled in the Module 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.

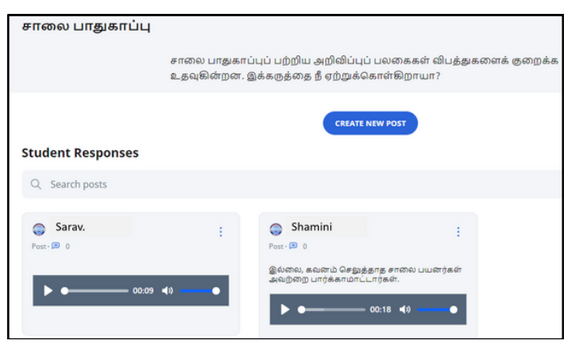


Fig. 2.3

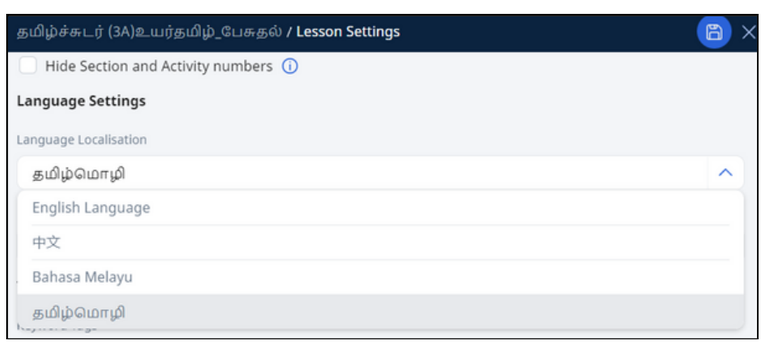


Fig. 2.4

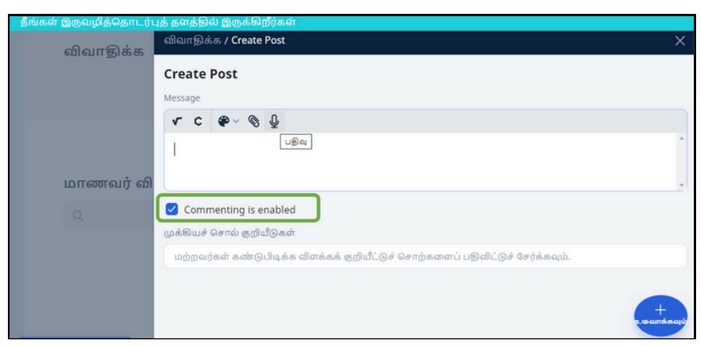


Fig. 2.5

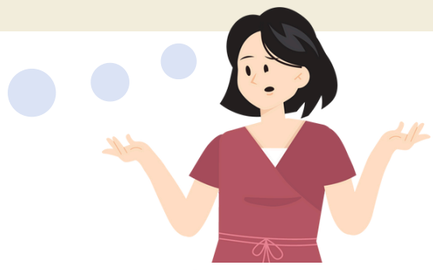
Click on the pictures for a larger view.

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 target language**, making the learning experience more natural and authentic.

Reading Skill

How can my students receive **immediate and individualised feedback** on their reading accuracy and fluency?



Teachers can create an Activity using Audio Response Questions and enable Speech Evaluation Tool (Fig. 3.1). This allows students to **receive immediate feedback and marks on their reading accuracy and fluency**. Teachers are encouraged to build on the feedback generated by Speech Evaluation Tool to help students understand their areas for improvement.

Teachers can **co-construct rubrics** (Fig. 3.2) **with students** through class discussions**,** focusing on reading accuracy and fluency. They can modify up to 8 columns for band descriptors and specify descriptions and mark ranges for each band. Student agency is fostered in the process of co-constructing the rubrics, encouraging them to take ownership of and persist in their learning.

Teachers can also create reading activities using Speech Evaluation Tool in quizzes. To allow students to **reattempt the reading activities for further practice**, teachers can select the 'Quiz retries' option for Auto-Graded or Progressive Quiz. For Teacher-Marked Quiz, teachers will need to unsubmit students' responses to allow reattempts.

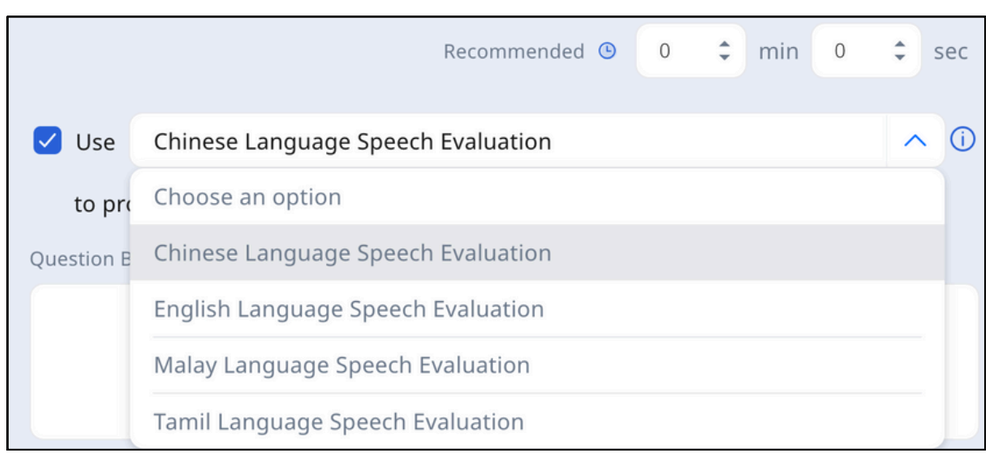


Fig. 3.1



Fig. 3.2

Click on the pictures for a larger view.

Students should refer to the rubrics before starting the audio recording. After students submit their audio responses, a transcript of their response will be auto-generated. Errors such as mispronunciations, insertions, and omissions will be identified and underlined in different colors (Fig. 3.3). Students can **click on mispronounced or omitted words** (Fig. 3.3) to hear the pronunciation. This allows students to **identify areas for improvement** in reading accuracy and fluency and make necessary adjustments during the subsequent attempt.

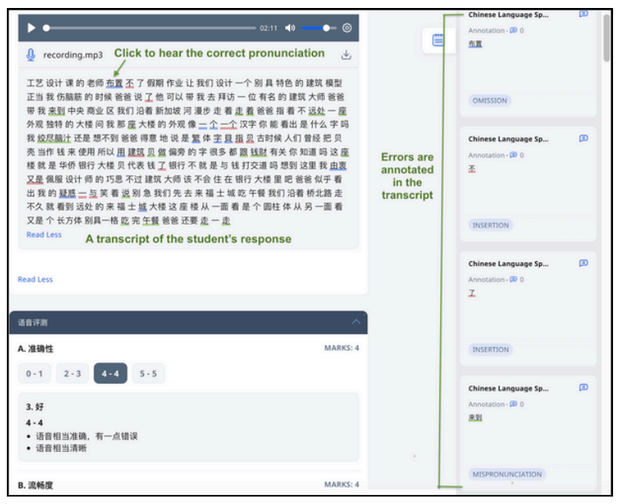


Fig. 3.3

Click on the pictures for a larger view.

PEDAGOGICAL AFFORDANCES:

- Co-creating rubrics **fosters student agency**, thus **promoting active student engagement**. The rubrics provide clear benchmarks to help students comprehend the expected level of performance.
- The Speech Evaluation Tool provides immediate feedback on students' reading, enabling **targeted interventions** to improve accuracy and/or fluency.

Reading Skill

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



Teachers can **strategically organise students** into Subgroups (Fig. 4.1) based on their varying readiness levels and set Differentiated Access to make different learning activities available to each sub-group of students.

Teachers can use the 2-Column Display (Fig. 4.2) to present the passage and questions side-by-side. **To facilitate scaffolding**, breaking down the comprehension passage into paragraphs and using Tooltips (Fig. 4.2) and audio clips generated from the Text-to-Speech (TTS) (Fig. 4.3) can help students to understand each paragraph better. Additionally, teachers can enable the E-Dictionary (CL/TL) (Fig. 4.4) or provide links to other online dictionary for students to search for unfamiliar vocabulary. The digital scaffolds help students complete the tasks independently, fostering a sense of competence and thus motivating them to persist in their learning.



Fig. 4.1



Fig. 4.3



Fig. 4.2



Fig. 4.4

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 (MCQ), Fill-in-the-Blanks and Click-and-Drop. Teachers can also explore the option of using Short Answer Feedback Assistant (ShortAnsFA) (Fig. 4.5) which generates immediate feedback and suggested marks (Fig. 4.6) for Free-Response Question (FRQ), based on a suggested answer or rubrics. Interactive Thinking Tool (ITT) can be used to help students articulate their choices, especially for Higher Order Thinking questions, enabling teachers to understand their thinking process.



Fig. 4.5



Fig. 4.6

Click on the pictures for a larger view.

Reading Skill

Students can read the passage and questions simultaneously in a 2-Column Display and focus on understanding the passage paragraph-by-paragraph. They can access the Tooltips and audio clips to **grasp the content better**. They can also use the E-Dictionary (CL/TL) (Fig. 4.7 & Fig. 4.8) to search for unfamiliar vocabulary and add what they have searched into their Notes. After answering the FRQs, students can reflect on their answers and **correct their misconceptions based on the customised feedback** provided by ShortAnsFA, enhancing the development of their metacognition in the process.

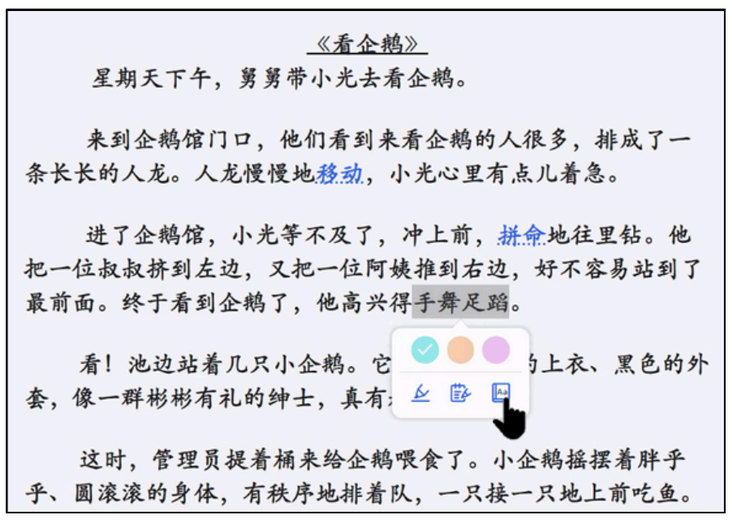


Fig. 4.7



Fig. 4.8

Click on the pictures for a larger view.

To **gather quick insights into students' responses** to FRQ and ITT, teachers can leverage Data Assistant (DAT). It provides an overall analysis, groups responses into common themes, and highlights common misconceptions in students' answers (Fig. 4.9). Additionally, Data Assistant can analyse questions marked by ShortAnsFA to pinpoint common errors and the students who made them (Fig. 4.10).

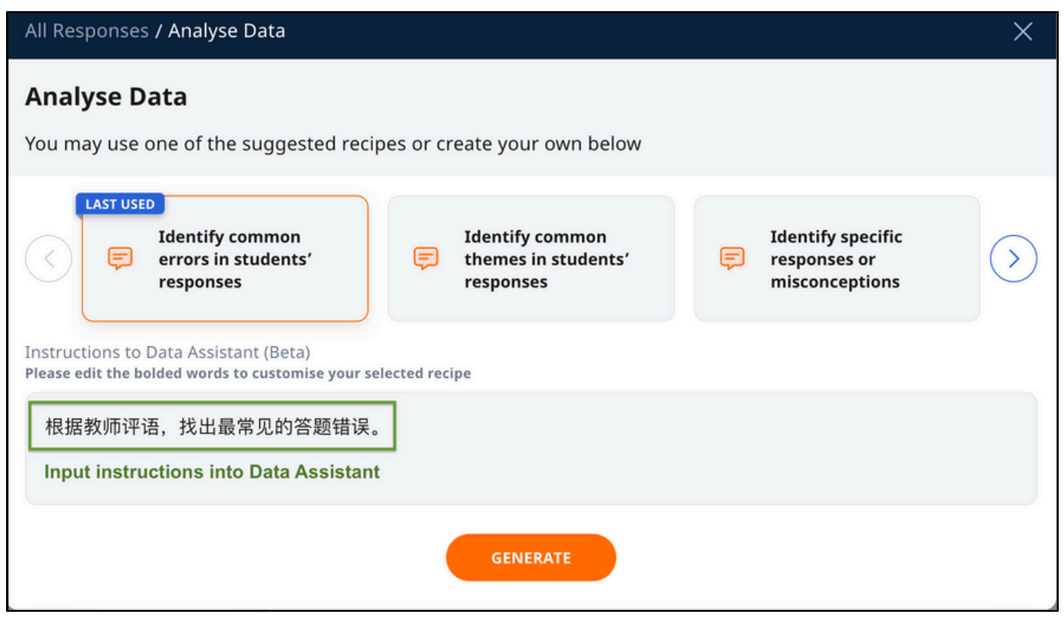


Fig. 4.9

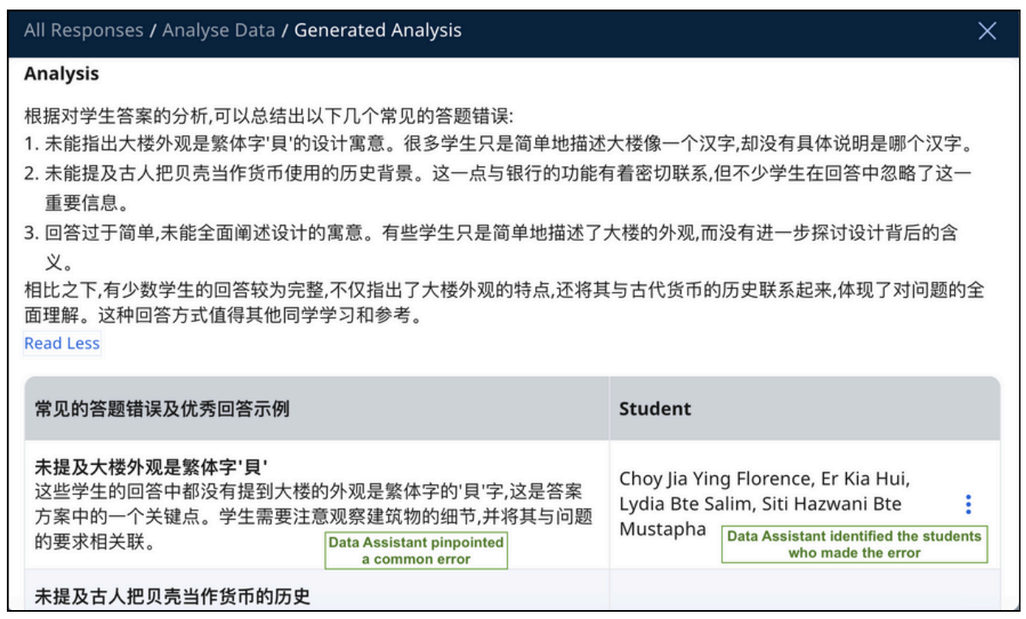


Fig. 4.10

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/TL) allows students to **take ownership of their learning** by searching on unfamiliar vocabulary words.
- ShortAnsFA provides immediate and customised feedback to students' responses while the Data Assistant complements teachers' expertise by enabling timely, data-informed interventions. This **shortens the feedback cycle**, allowing misconceptions to be promptly addressed, thereby helping students to **strengthen their understanding of the passage**.

Writing Skill

How can I help my students **generate ideas collaboratively** and **refine** them when writing essays?



Teachers can use the Interactive Thinking Tool (ITT) for students to generate ideas on the writing task. Teachers can use existing thinking routine templates in SLS or create up to 3-Columns in ITT (Fig. 5.1) to **encourage critical thinking** and promote meaningful class discussions.

Teachers can **monitor and provide feedback** on the ideas generated by students, allowing them to reflect on and refine their ideas. Data Assistant (DAT) supports teachers in analysing textual responses in ITT. Additionally, teachers can bookmark specific student responses for subsequent reference, facilitating targeted discussions. During class discussions, teachers can choose to hide students' names for anonymity on the Interaction Board by clicking the Settings icon on the ITT card and selecting the checkbox "Hide Names" (Fig. 5.2).

After the class discussions, teachers can create a Free-Response Question (FRQ) and assign students to write their first draft. Teachers can **explain the rubrics** that highlight content development in writing. The set of rubrics can then be added to the Short Answer Feedback Assistant (ShortAnsFA) (Fig. 5.3).



Fig. 5.1

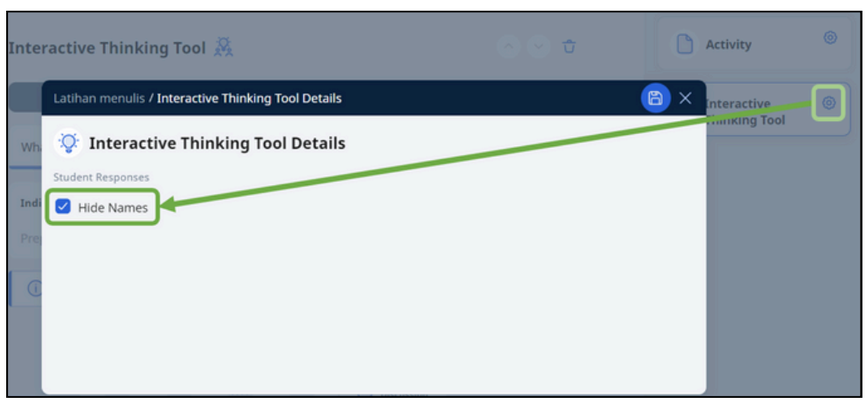


Fig. 5.2

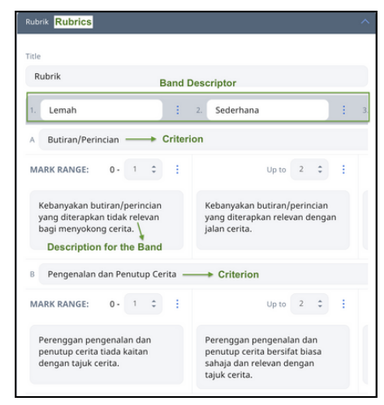


Fig. 5.3

Click on the pictures for a larger view.

Students can submit a response (Fig. 5.4) **using their preferred mode** on the ITT. Apart from text, students can also use the drawing tool to insert graphical representations or upload related files to support their ideas. Differentiating by product allows the diverse learning needs of students to be met.

Students can **glean ideas** by looking through their peers' posts in the ITT and comment on each other's posts to refine their ideas.

After that, they can **reference the band descriptors and criteria** set out in the rubrics to guide them in writing the content of their drafts. Upon submission, the ShortAnsFA will use the rubrics to evaluate the students' writing, providing immediate feedback. Separate marks and feedback are provided for each criterion within the rubrics (Fig. 5.5). Based on the customised feedback given, students can **reflect on their ideas and work on areas for improvement** as highlighted by the ShortAnsFA.



Fig. 5.4



Fig. 5.5

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 (FRQ) (Fig. 5.6) and enable the Team Activity mode (Fig. 5.7) from the Assignment Settings subpage, allowing students to **generate ideas collaboratively** on the writing task within their groups. To **facilitate discussions outside of class** and during Home-Based Learning (HBL), teachers can create Google Meet links for each Team.

Teachers can mark Google-Attached Files (Fig. 5.8) and provide personalised feedback on the Google File in SLS. They can also enable Assignment Sharing (Fig. 5.9) once all students have done their corrections, enabling students to share their assignments with their peers and **learn from one another**.

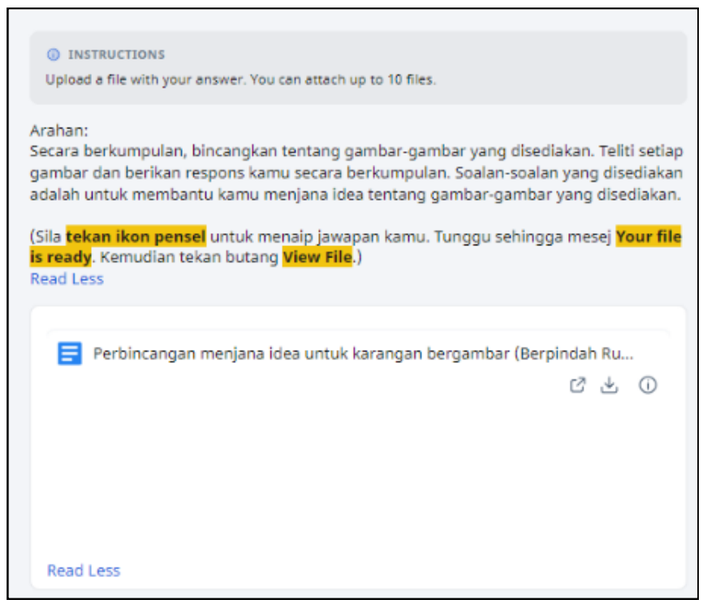


Fig. 5.6

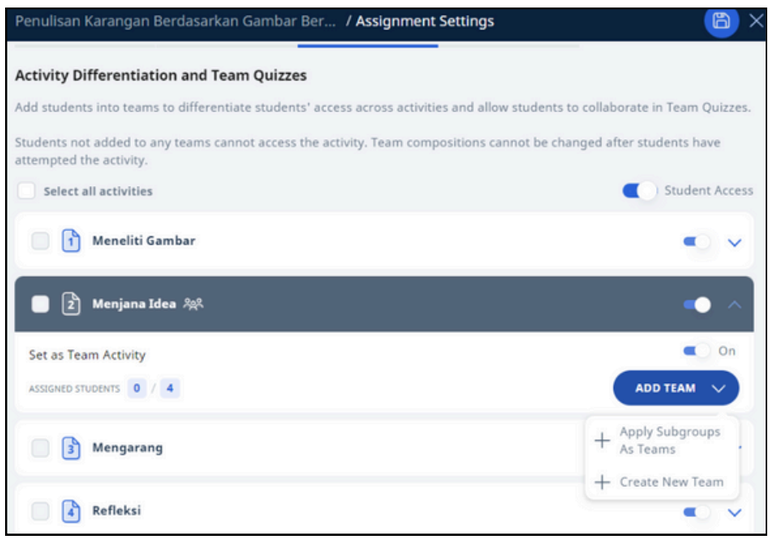


Fig. 5.7

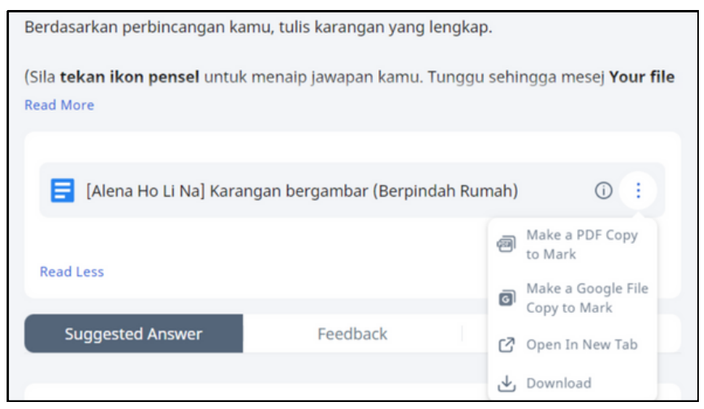


Fig. 5.8

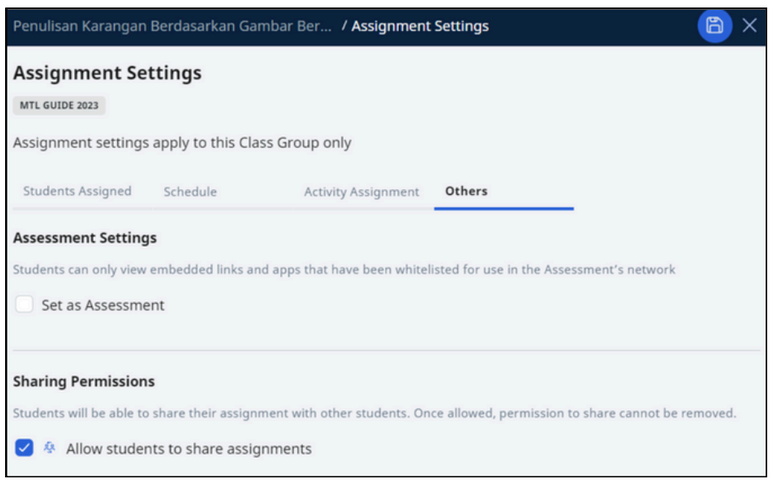


Fig. 5.9

Click on the pictures for a larger view.

To **facilitate collaboration**, students can access the Google-Attached File (Fig. 5.10) 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. While they collaborate, they can build on, organise and synthesise their knowledge and understanding, collectively improving their ideas. After the team has completed the writing task, any member can submit the file on behalf of the team to receive teacher's 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.)

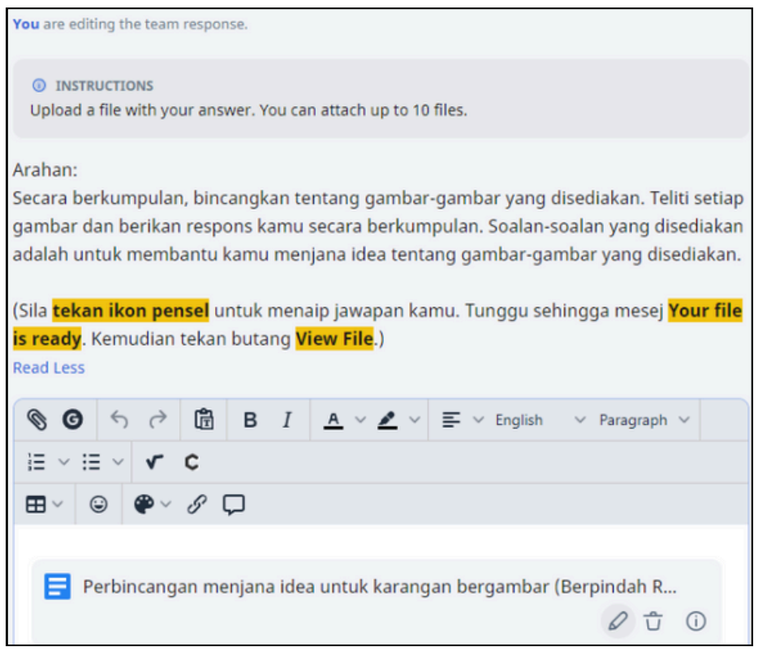


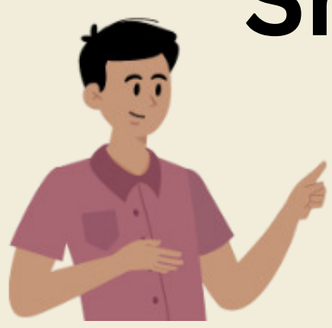
Fig. 5.10

Click on the pictures for a larger view.

PEDAGOGICAL AFFORDANCES:

- The ITT 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**.
- Data Assistant complements teachers' expertise by enabling **timely, data-informed interventions**.
- ShortAnsFA enables students to receive immediate, customised feedback on their ideas, enabling **timely reflection and improvement**.
- Attaching a Google File to a FRQ allows students to **annotate specific phrases in the passages and make direct edits**, **fostering iterative writing**. It also allows teachers to pre-populate additional scaffolding at specific junctures to guide students' thinking process more comprehensively.
- Team Activity and Google Meet links enhance in-class and out-of-class collaboration among students, enabling them to **collectively share, build on, and synthesise knowledge**.
- The Assignment Sharing feature provides students the **opportunity to learn from others** and make refinements to their writing.

Share your feedback!





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