

Malaysian Independent Chinese Secondary Schools

**Senior Middle Level  
English Language Curriculum Standards**

Unified Curriculum Committee of  
Malaysian Independent Chinese Secondary School  
Working Committee  
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## Contents

1. Preface .....	1
2. Aims.....	1
2.1. Junior Middle Level Curricular Objectives.....	2
2.2. Senior Middle Level Curricular Objectives .....	2
3. Core Competencies.....	2
4. Fundamental Principles .....	8
4.1. Syllabus Aims .....	8
5. Curriculum Objectives.....	8
6. Curriculum Design .....	10
6.1. Course Design in Accordance with the Fundamental Principles .....	10
6.1.1. Language Skills .....	10
6.1.2. Theme-Based Learning.....	10
6.1.3. Competency-Based Learning .....	11
6.1.4. Cross-Disciplinary Learning.....	11
7. Curriculum Content .....	12
7.1 Content Standards .....	12
7.2 Learning Standards.....	13
8. Pedagogical Suggestions .....	16
8.1. Theme-Based Approach.....	17
8.2. Inquiry-Based Approach .....	17
8.3. Language Learning Strategies .....	17
8.4. Information and Communication Technology (ICT) Skills.....	17
8.5. Preparation for Career or Professional Development .....	17
8.6. Values and Attitude.....	17
9. Assessment Suggestions .....	17
9.1. Continuous Assessment and Fixed Point Assessment .....	23
9.2. Direct Assessment and Indirect Assessment.....	23
9.3. Performance Assessment and Knowledge Assessment .....	23
9.4. Project-Based Assessment.....	23
10. Implementation Highlights .....	24
11. Appendices.....	25
Appendix 1: Cognitive, Affective and Psychomotor Domains.....	25
Appendix 2: The Details of Learning Standards of English for Senior Middle One, Two and Three.....	25

Appendix 3: Evaluation.....	27
Appendix 4: Textbook Chapters and Learning Points .....	28
Appendix 5: The Major Learning Contents.....	32

## 1. Preface

In 2018, the motto ‘Enjoy teaching, love learning—empower children to attain achievement’ was raised as the education reform vision in the *MICSS Education Blueprint*; it literally translates independent Chinese secondary schools are paradises where teachers enjoy teaching and students love learning. Each and every student who steps into any independent Chinese secondary school will grow healthily and learn actively. The MICSS education prepares students to find a foothold domestically and brave the world lying ahead as it helps them to achieve successfully in the future. Within this vision, the main objectives of the MICSS education reform are as follows: Every student is given the leeway to develop holistically and individually under the umbrella of moral education, intellectual education, physical education, social education and aesthetics education. They will eventually realise the importance of lifelong learning, constant self-improvement, risk-taking, innovation, ever-readiness, self-confidence and teamwork in life. In this way, they are able to attain personal happiness and willing to strive for harmony, prosperity, development, freedom and equality for their family, ethnic group, community and country and contribute themselves successively. Aiming to implement and put the vision and objectives raised in the *MICSS Education Blueprint* in place, the Unified Curriculum Committee forwarded the *MICSS Main Curriculum Standards* (simply put as the *Main Standards*) to concretely push the reform and development of the MICSS Curriculum forward.

The ultimate goal of the MICSS curricular reform is the production of ‘lifelong learners’ and thus it endeavours to improve subject curriculums to provide cross-subject and interdisciplinary learning opportunities. These are to nurture self-activated learning, collaborative learning and the ability to participate in society naturally. The curriculum standards of each subject is designed amenable to the principles and direction set forth in the *Main Standards* to pursue the command of basic notions, objectives, competencies, curricular planning and contents of the subjects, let alone pedagogical approaches and assessment recommendations. In terms of curricular practice, there will be allowances for flexibility and options targeting to encourage group learning, task-based learning, inquiry-based learning, etc.; while in the matter of the assessment for learning effectiveness, multiple assessments for the development of multiple intelligences are adapted. As such, the design and formulation of each and every subject must correspond to both the vision of the *MICSS Education Blueprint* and the recommendations of the *Main Standards* to break new ground for subject advancement.

## 2. Aims

MICSS education is a sustainable education industry; other than the dissemination of Chinese culture, it also ensures every student in MICSS develops holistically in terms of morality, intelligence, physical health, teamwork and aesthetics. Students are expected to sustain lifelong learning and to strive unrelentingly for self-improvement as well as being inquiry-oriented, innovative, daring in response to unpredictable change, confident, and willing to work as a team. In this way, the students are capable of achieving their personal happiness and willing to strive relentlessly for the harmony, prosperity, development, freedom and equality of their family, ethnic group, community and country to contribute successively.<sup>1</sup>

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<sup>1</sup> Dong Zong. (2018). *Malaysian Independent Chinese Secondary Schools Education Blueprint* (p. 49). United Chinese School Committees’ Association of Malaysia (Dong Zong).

### **2.1. Junior Middle Level Curriculum Objectives**

- a. To build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics and to develop their capabilities complying with their own personality in the balance based on these basics;
- b. To nurture and train students on the capabilities and habits of learning how to learn, read and think to prepare for self-directed learning/active learning;
- c. To ensure students reach the basic level in knowledge, capability and attitude so as to further unleash their potentials for distinctive achievements;
- d. To build up students' proactiveness and positive value towards living and life; and
- e. To create an environment for students to know about the languages, cultures and religions, etc. of the ethnic groups in the country so as to lead students to respect the pluralistic culture, recognise the reality of the country thus opening up a global perspective.

### **2.2. Senior Middle Level Curriculum Objectives**

- a. To suitably build up students' foundation on morality, intelligence, physical health, teamwork and aesthetics to get ready for their prospective career, learning and living;
- b. To establish students' foundation on self-directed learning to further build up their capabilities on learning eagerness, independent thinking, critical thinking and innovation;
- c. To cultivate students with the will to seek excellence and be altruistic thus creating the prerequisites for greater happiness for oneself, community, country and humankind;
- d. To lead students to recognise themselves comprehensively and be confident and assured in the face of their society and era change;
- e. To nurture students' responsibility towards their own family, ethnic group, society and country and respect multiple cultures as well as broadening their world view; and
- f. To create opportunities for students to partake proactively in various ethnic group activities, and ensure them to be able to interact and learn in a cross-cultural environment.

## **3. Core Competencies**

These main curriculum standards (Trial Version) are forwarded based on the six core competencies<sup>2</sup> (MICSS Education Blueprint), including the three supplementary core competencies in response to the curriculum development of Malaysian Independent Chinese Secondary Schools, which totals up to nine core competencies as shown in Diagram 1. Further explanation is touched on in the design of Senior Middle Level curriculum development. The core competencies emphasise integrated elements that cover knowledge, capabilities and attitude.

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<sup>2</sup> Dong Zong. (2018). *Malaysian Independent Chinese Secondary Schools Education Blueprint* (pp. 40-41). United Chinese School Committees' Association of Malaysia (Dong Zong).

**Figure 1**  
*Framework for MICSS Core Competencies*



The core competencies emphasise the comprehensive competencies and capabilities which include one's learned knowledge, capability as well as attitude. Table 1 presents the core competencies and their definitions (Senior Middle Level).

**Table 1**  
***MICSS Core Competencies and Definitions***

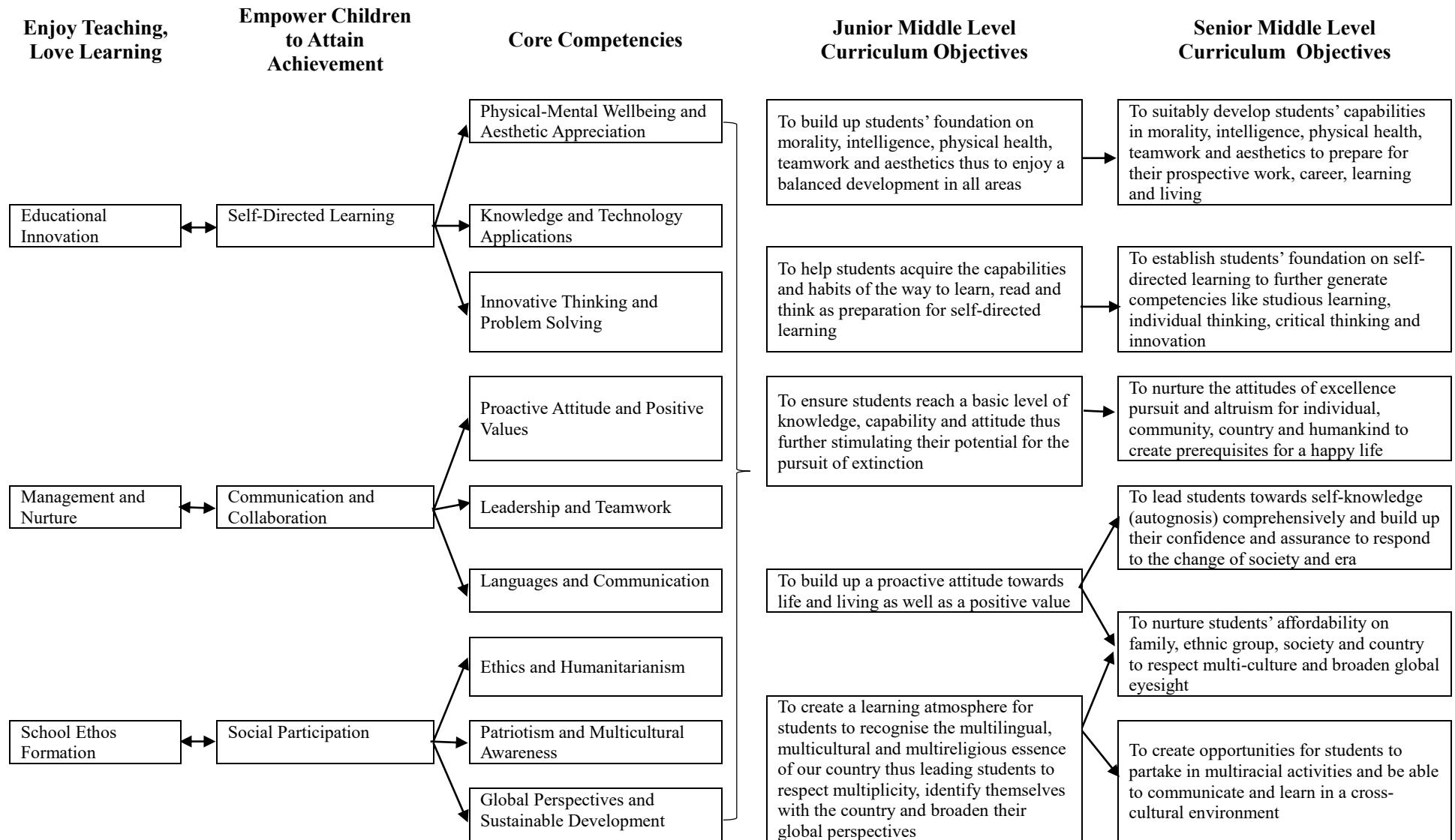
Concept	Core Competencies	Definition	Junior Middle Level	Senior Middle Level	Image of Learner
A. Self-Directed Learning	A1. Physical-Mental Wellbeing and Aesthetic Appreciation	She/He possesses the capability to take care of personal mental and spiritual health and knows how to appreciate the best parts in life and can reflect on her/his experience in learning and growing thus adjusting stages of pursuits in career development. This way, it not only benefits mental and spiritual growth but also exerts proactiveness in creating happiness for her/his own life.	She/He is well informed of personal mental and spiritual health, knows the uniqueness of aesthetics and can discover personal value in living to exert richness and aesthetics thus experiencing the meaning of life proactively.	She/He possesses the competency and is informed of the approaches to promote her/his physical and mental competencies; she/he knows how to appreciate the true goodness of people and entities, affirm the personal value and realise professional pursuits, including how to enrich life by applying aesthetics in daily life, and relentlessly seek self-improvement to transcend herself/himself thus to create a happy personal life.	One who cares about herself/himself
	A2. Knowledge and Technology Applications	She/He possesses literacy and numeracy and living skills as well as acquiring the three languages, core subjects like Mathematics and History, etc. She/He knows and learns knowledge of other domains, leverages Information Technology to communicate, interact and express for comprehensive development; meanwhile, she/he applies these in real life for better learning outcomes thus resolving difficulties in learning.	She/He possesses the fundamentals of knowledge and various symbols and commands the application of Information Technology to sense problems in daily life and is able to communicate, experience and practice in such circumstances.	She/He possesses the ability to make use of various symbols to express, and is literate in Information Technology and can focus on and deepen the particular field of knowledge to exchange experience, express thoughts and values in innovative problem-solving.	One who is knowledgeable
	A3. Innovative Thinking and Problem Solving	She/He possesses inquisitive, critical and inferential capabilities and can use her/his creativity to monitor her/his self-directed learning skills to tackle or solve problems in living and life thus deciding on a response to societal changes.	She/He possesses the capabilities of self-directed learning, inquiry-based learning, critical and inferential and innovative higher-order thinking thus using appropriate strategies to resolve and tackle daily life problems and issues.	She/He can consolidate inquiry-based learning, critical thinking and innovative higher-order thinking, and can practise active learning as well as expressing her/his creativity to further inquire into unknown realms and solve all sorts of issues and challenges in the face of daily life on this basis.	One who can solve problems

B. Communication and Collaboration	B1. Proactive Attitude and Positive Values	She/He possesses values like respect, voluntary accountability, studious and positive values to confront challenges generated in daily life and the learning process. She/ He also recognises the importance of fulfilling social responsibility and has the courage to make a clear and appropriate judgement when confronted with dilemmas and can learn to face discrepancies as well as manage conflicts.	She/He inquires about the personal and environmental values and senses the discrepancies between them. She/He learns to live with discrepancies and build up respect, responsibility, studious attitude and positive value in life.	She/He deepens her/his attitudes and values thus to respect, care and appreciate others' discrepancies, and can fumble on the differences of values between oneself and the existence and learn to tackle confrontation, affirm and practise positive value and competency; she/he braves to make a proper judgement in the face of difficulties and challenges.	One who cares about others
	B2. Leadership and Teamwork	She/He possesses the capability to lead and can effectively work and build up an interactive relationship with others thus developing teamwork competencies of communication, negotiation and service.	She/He possesses the basic self-directed capability and good habits and is happy to interact thus building up a good collaborative relationship and can complete tasks through collaboration.	She/He possesses compassion, personal judgment, gregarious capability and attitude; meanwhile, she/he develops communicative co-operation and teamwork competency; she/he can get along well with others collaboratively, and is able to complete the assignment well with advanced planning.	One who knows the importance of teamwork
	B3. Languages and Communication	She/He possesses the background knowledge of culture, tradition and religion and can make use of Chinese learned, together with the command of Bahasa Melayu towards patriotism and love for community and is versed in English for international linkage. When it permits, she/he will master more languages and use these languages in different situations for optimal effect.	She/He possesses the background knowledge of culture, tradition, religion and can make use of Chinese learned, together with the command of both Bahasa Melayu and English to make friends from different ethnic groups thus enhancing the four skills in language learning and eventually realise the importance of language as a medium of cultural dissemination and communication.	She/He is well versed in Chinese and possesses appreciative competency to enrich her/his knowledge of local and exotic cultures, lifestyles and religions through the learning of Bahasa Melayu and English. If it permits, she/he will equip herself/himself with more additional languages in the face of academic pursuits and professional development.	One who is skillful in communication



C. Social Participation	C1. Ethics and Humanitarianism	She/He practices good morality and can manage her/his own behaviours and understand that it is a social responsibility to promote personal competencies. She/He can appreciate, is compassionate and respect others for their freedom of speech.	She/he practices well on good morality and can suitably reflect her/his own behaviours; she/he can likewise sustain and modify her/his initiated voluntary proactiveness and is willing to listen to different views, way of expression and respect others' decisions.	She/He possesses the correct attitude towards ethical and public issues and presents herself/himself as someone who treats others generously and is severe with herself/himself and expresses her/his care towards society through rational expression and care and learns to judge public issues from different aspects and angles.	One who is open-minded
	C2. Patriotism and Multicultural Awareness	She/He possesses the cultural identity of her/his own culture, understands and respects others' culture thus merging herself/himself in a multicultural environment, recognise the history of her/his country and realise the multiplicity of the country and is proud of herself/himself as a Malaysian who has civil awareness and responsibility safeguarding the harmony of the country for national unity and integration.	She/He is well versed in her/his own culture, understands and accepts the culture of other ethnic groups; she/he respects discrepancies, cares about national issues, and is proactive in community construction and is ready to be of service to others.	She/He identifies her/his cultural identity, respects and appreciates the discrepancies between cultures; she/he has civil awareness and knows her/his responsibilities; she/he safeguards national harmony and promotes the spirit of national consolidation and is proactive in the development of her/his community and country to confer benefits on society.	A patriot and one who loves her/his community
	C3. Global Perspectives and Sustainable Development	She/he has the competency of caring for world issues and international relationships and also cares about the environment, economics and social problems. She/He walks her/his talk in the protection of the environment, her/his and others' living mode and sustains the concept of sustainable development and cherishes resources on earth.	She/He is informed of global issues and international relationships and can express herself/himself on environmental, economic and social problems. She/He cherishes the living of resources appreciation and cares about the environment and social justice-related issues.	She/He possesses the ability to express her/his own views on global issues and international relationships and can debate on the environment, economy and social problems; She/He can keep her/his words and not bring harm to the environment, people and lifestyle; She/He is willing to partake charity campaigns such as environmental protection and social justice.	One who knows the importance of sustainable development

**Figure 2**  
*The Relation of Vision, Core Competencies and Curriculum Objective*



## 4. Fundamental Principles

English is taught as a second language in Malaysian Independent Chinese Secondary Schools. The English language syllabus for the Senior Middle level is built upon the five aspects of education, namely moral education, intellectual education, physical education, social education and aesthetic education. The focus of the Senior Middle English syllabus is on the teaching of four language skills of listening, speaking, reading and writing, along with thinking and language contents: grammar, sound system and vocabulary. It deals with topics that are drawn from the contexts of self-development, social issues, environment, health and hygiene, science and technology as well as lifestyles.

While the six-year Primary English language syllabus focuses on laying a foundation of the English language, the three-year Junior Middle English language syllabus extends and focuses on laying a foundation of the English language as well as its applications. As for the three-year Senior Middle English language syllabus, it focuses on the application of English for various everyday activities and developmental purposes in the face of the modern demand for action-oriented competencies and interdisciplinary learning. Specifically, the Senior Middle English language syllabus comprises a wide range of objectives that aim to help students to consolidate what they have learnt through the Primary and Junior Middle English language lessons, to broaden and deepen their language competencies based on an action-oriented approach (i.e. what one can do with the language in linguistic scenarios) to help them develop the necessary knowledge and skills for future needs and for communication purposes. In addition, it helps to develop student's interest, confidence and higher-order thinking in using English for social and aesthetic purposes.

In brief, it aims to promote English proficiency and competencies of Independent Chinese Secondary Schools students to meet personal needs and global demands of the future world based mainly on their Confucian heritage education while staying relevant to the world realising that the English language is used as a vehicle for opportunity and success in social, educational and professional domains.

### 4.1. Syllabus Aims

The English language syllabus for Senior Middle levels aims at:

- a. developing students' command of the English language (language skills, competencies and contents) so that they are able to apply it with increasing proficiency for personal and intellectual development;
- b. developing and preparing students for daily cross-cultural use, further studies, professional development or work while promoting learners' engagement in the language;
- c. broadening and deepening the language competencies and proficiency which students have developed through English language learning at Primary and Junior Middle levels so that they are able to use English for effective interpersonal and cross-cultural communication purposes; and
- d. boosting their interest and confidence in using English for social and aesthetic purposes.

## 5. Curriculum Objectives

At the end of the learning of English at the Senior Middle level, students should be able to:

- a. listen, read and view with understanding and accuracy a wide range of fiction and non-fiction texts;

- b. speak, write and make presentations in accurate and fluent English which is appropriate for the purpose, audience, context and culture, expressing different ideas, opinions, thoughts and feelings;
- c. apply English language skills, competencies and knowledge to facilitate their further social use, study, professional development or work;
- d. interact and communicate effectively with people from their own or different cultures;
- e. enjoy literary texts and express ideas, thoughts, beliefs and feelings creatively and imaginatively.

**Table 2**

*Alignment of MICSS Core Competencies and Curriculum Objectives*

Core Competencies		Curriculum Objectives	
		After having completed the Senior middle level programme, students are able to:	
A Self-Directed Learning	A1 Physical-Mental Wellbeing and Aesthetic Appreciation	CO1	realise the impact of English activities on linguistic scenarios, hence appreciating the needs and demands of English in daily life.
	A2 Knowledge and Technology Applications	CO2	relate English knowledge and effectively use the language for social, academic or professional situations in the modernised environment driven by automation and technology.
	A3 Innovative Thinking and Problem Solving	CO3	relate and apply English knowledge in a range of situations that reflect different linguistic scenarios as well as create well-structured and detailed texts on complex topics.
B Communication and Collaboration	B1 Proactive Attitude and Positive Values	CO4	demonstrate the readiness and appreciation in maintaining a well-mastered English knowledge and command.
	B2 Leadership and Teamwork	CO5	demonstrate the spirit of teamwork in taking a lead in group discussions pertaining to cases and linguistic repertoires during the English learning process.
	B3 Languages and Communication	CO6	demonstrate clear and structured listening, speaking, reading and writing competencies and understand a wide range of lengthy and more demanding texts or conversations as well as express ideas with ease in English during the learning and assessment process.

Core Competencies		Curriculum Objectives	
		After having completed the Senior middle level programme, students are able to:	
C Social Participation	C1 Ethics and Humanitarianism	CO7	appreciate the importance of manifesting good personal ethics in the use of the English language.
	C2 Patriotism and Multicultural Awareness	CO8	appreciate the need for a good command of English and realise the pragmatic and instrumental function of English in compliance with the regulations of the country as well as interactive activities in a multicultural milieu.
	C3 Global Perspectives and Sustainable Development	CO9	appreciate the adoption of internationally recognised English standards (BBC, CNN) in use to promote consistencies and sustainable development in a globalised environment.

## 6. Curriculum Design

### 6.1. Course Design in Accordance with the Fundamental Principles

#### 6.1.1. Language Skills

Traditionally, the four language skills are Listening, Speaking, Reading and Writing. In the *Common European Framework of Reference for Languages* (CEFR), classroom activities are grounded in interaction in which meaning is co-constructed and presented under four modes of communication, namely, reception, production, interaction and mediation or the ‘can do’ list (descriptors) for students. These skills form the core of the syllabus. The skill of reception enables students to understand information from a wide range of fiction and non-fiction texts, extract information relevant to their needs and listen to the different sounds and rhythms. The skill of spoken interaction enables students to express their opinions in accurate and fluent English that is appropriate for purpose, audience, context and culture, as well as communicate with others. The skill of Reading enables students to read and view with understanding and accuracy a wide range of fiction and non-fiction texts. The skill of production or written interaction enables students to respond to different texts and present their ideas in a logical and organised manner. For mediation, it is the social and cultural process of creating conditions for communication and cooperation (in group speaking activities and scenarios), facing and hopefully defusing any delicate situations and tensions that may arise.

#### 6.1.2. Theme-Based Learning

Students experience an almost unlimited variety of amazing real-life topics with a theme-based curriculum which makes learning fun and challenging. In theme-based learning, the application of academic skills is a necessity. Language, mathematics and the fine arts are skills that allow us to understand and express thoughts; they can be applied to any theme regardless of the topic. True theme-based learning completely eliminates the concepts of ‘subjects’ since those skills are embedded into the themes.

Moreover, in theme-based learning, students are empowered to make real-life changes to themselves, their community and perhaps even the world through education. Lastly, theme-based

learning regards factual knowledge as interconnected and complex. Take for instance, if ‘Decarbonisation’ is the topic, not only scientific matters, but also social studies (issues related to people) should be taken into account. In theme-based learning, it is essential for students to develop critical thinking and autonomy in the use of learning strategies. In reading comprehension, texts with topics that are familiar to the students should be used so they will have notable support and background to access the reading texts and comprehend them. In actual fact, it will be easier for students to decide the kind of strategy to be used in order to achieve better comprehension when they understand the structure of a text and are able to recognise its outline.

### **6.1.3. Competency-Based Learning**

The centre of the competency-based learning process is the student’s demonstration of desired learning outcomes. Its key characteristic is its focus on mastery. Students are not allowed to continue until they have demonstrated mastery of the identified competencies in a competency-based learning system, viz., the desired learning outcomes to be demonstrated. In this sense, the definition of competency-based learning is closely tied to mastery learning. Competency-based learning is concerned mainly with students’ progression through the curriculum at their own pace, depth, etc. Students continue to progress as their competencies are proven. Competency-based learning is similar to mastery-based learning, only that competency-based learning often focuses on observable skills or ‘competencies,’ while mastery learning is likely to focus on concepts as skills. Nonetheless, competency-based learning can be thought of as a form of outcome-based learning as students are frequently assessed to ensure sustainable development.

### **6.1.4. Cross-Disciplinary Learning**

Learning activities that overlap across disciplines but remain connected by a single shared subject are known as cross-disciplinary learning. In other words, in cross-disciplinary learning, topics are studied by applying methodologies of other seemingly unrelated disciplines.

In the real world, problem-solving is a living skill and thus in school learning, problem-solving skills should be incorporated. In that sense, integrating cross-disciplinary subjects within the curriculum is the key. At work, as well as in life, it is important to be able to apply knowledge broadly and view things from pluralistic perspectives, since solutions to one problem do not lay within one discipline or one approach. In cross-disciplinary learning, students are taught to make connections between ideas and concepts across different fields inter-disciplinarily and apply knowledge gained in one discipline to a different one and the like. One example is that in an English class when a particular historical emperor in China is to be studied, grouped students will have to make connections between historical events and geographical information or economy, etc. to examine his strengths and weaknesses and finally put it down into words as a written report or essay for presentation, or even a staged play.

## 7. Curriculum Content

### 7.1 Content Standards

**Table 3**

*Content Standards*

Theme	Item	Details
1. Language Competency	1.1. Listening	1.1.1. Pre-recorded audio materials for listening practices.
		1.1.2. Practices and exercises for ‘fill in the blanks’ or act as instructed.
	1.2. Speaking	1.2.1. Task-based/theme-based/inquiry-based group activities.
	1.3. Reading	1.3.1. Materials for reading in texts or pre-recorded to help develop the ability to read simultaneously and pronounce correctly.
	1.4. Writing	1.4.1. Provision of samples of the writing process for references and learning.
		1.4.2. Writing practices to elaborate writing skills in descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
2. Language Knowledge	2.1. Grammar	2.1.1. Knowledge of sentence patterns, Parts of Speech and Tenses, etc.
	2.2. Phonetics	2.2.1. Knowledge of the phonetic system (International Phonetic Alphabets).
		2.2.2. Pronunciation in universally accepted models/standards (BBC, CNN).
3. Genre	3.1. Genres	3.1.1 Knowledge of genres in academic English (essay, speech, letter, article, etc.).
		3.1.2. Writing or verbal practices to help students express themselves in English academically or appropriately.
4. Cultural Tradition	4.1. Taboo	4.1.1 The avoidance of four-letter words and indecent expressions and phrases in a particular context.
	4.2. Idioms and Phrases	4.1.2 Knowledge of a wide range of idiomatic expressions, proverbs, colloquialisms and slang.

## 7.2 Learning Standards

**Table 4**  
*Learning Standards*

Domain	Cognitive (C)	Psychomotor (P)	Affective (A)
Item	Ca: Language Knowledge	Pa: Listen and fill in the blanks/act out/take note	Aa: Self-esteem
	Cb: Genres	Pb: 1. Discuss/ state/ask/ identify/answer/correct/ suggest/request/warn/ advise/encourage/invite/ offer/address/greet/ inform/apologise  2. Talk /report about a topic	Ab: Involvement and motivation
	Cc: Cultural Tradition	Pc: Read/Pronounce	Ac: State
	Cd: Functional Nature	Pd: Write	Ad: Attitude

**Table 5**  
*Description of Items in Learning Standards*

Domain	Item	Descriptions
Cognitive (C)	Ca: Language Knowledge	I. Can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.  II. Can apply grammar accuracy in either utterance or writing.
	Cb: Genres	I. Can correctly identify the various genres in English effortlessly.  II. Can write clear, well-structured expositions of complex subjects as well as expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.



Domain	Item	Descriptions
	Cc: Cultural Tradition	<p>I. Can realise that English learning is also the acquisition of English culture and tradition despite its pragmatic function.</p> <p>II. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciate register shifts and can follow films employing a considerable degree of slang and idiomatic usage.</p>
	Cd: Functional Nature	<p>I. Can understand the pragmatic function of learning English and use it as a vehicle for opportunity and success in social, educational and professional domains.</p> <p>II. Can cope well with formal or informal patterns of social interactions (schemata like description, narration, explanation, demonstration, instruction, argumentation and persuasion, etc.).</p>
Psychomotor (P)	Pa: Listen and fill in the blanks/act out/take note	<p>I. Can appropriately and simultaneously complete the task given.</p> <p>II. Can correctly and innovatively role play or produce written answers and verbal responses effortlessly.</p>
	Pb: 1. Discuss/ state/ask/ identify/answer/correct/ suggest/request/warn/ advise/encourage/invite/ offer/address/greet/ inform/apologise  2. Talk /report about a topic	<p>I. Can appropriately and simultaneously perform the task given.</p> <p>II. Can correctly and innovatively perform or talk about the topic in well-structured texts effortlessly.</p>
	Pc: Read/Pronounce	<p>I. Can appropriately and simultaneously carry out the task given.</p> <p>II. Can appropriately and effortlessly read as well as pronounce the texts in either textbooks or linguistic scenarios.</p>

Domain	Item	Descriptions
	Pd: Write	<p>I. Can appropriately and simultaneously execute the task given.</p> <p>II. Can appropriately and effortlessly write well-structured texts in response to the assignment or linguistic scenarios.</p>
Affective (A)	Aa: Self-esteem	<p>I. Be ready to intervene to obtain clarification and check for understanding; be willing to take risks, or, continue to read or listen and make inferences, etc. even in the face of comprehension difficulties.</p> <p>II. Be conscious of inhibition (embarrassment/worries) that may occur in a particular situation or task and face it positively.</p>
	Ab: Involvement and Motivation	<p>I. Be willing to increase intrinsic motivation to carry out the task—due to interest in the task or because of its perceived relevance.</p> <p>II. Be ready to boost extrinsic motivation (e.g. to earn praise or in order not to lose face, or for competitive reasons).</p>
	Ac: State	<p>I. Understand the importance of the physical and emotional state in learning.</p> <p>II. Be an alert and relaxed learner, rather than a tired and anxious one.</p>
	Ad: Attitude	<p>I. Be open and willing to relativise her or his own cultural viewpoint and value system between own and foreign culture.</p> <p>II. Be ready to resolve intercultural misunderstandings and conflicts.</p>

**Table 6***First Example of Alignment of Content Standards and Learning Standards*

<div>Learning Standards</div> <div>Content Standards</div>	Cognitive	Psychomotor	Affective
	<b>CbI</b> Can correctly identify the various genres in English effortlessly.	<b>PdII</b> Can appropriately and effortlessly write well-structured texts in response to the assignment or linguistic scenarios.	<b>AbI</b> Be willing to increase intrinsic motivation to carry out the task—due to interest in the task or because of its perceived relevance.
3.1.1. Knowledge of genres in academic English writing (essays, speech, letters, articles, etc.)	Understand and know the various genres of English writing (essays/speech/articles/letters, etc.) learned in the senior middle level.	Can write clear, well-structured expositions of complex subjects as well as expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	Can confidently identify the various genres of English learned in senior middle level readily and is willing to use them in linguistic repertoires.

**Table 7***Second Example of Alignment of Content Standards and Learning Standards*

<div>Learning Standards</div> <div>Content Standards</div>	Cognitive	Psychomotor	Affective
	<b>CaII</b> Can apply grammar accuracy in either utterance or writing.	<b>PbII</b> Can correctly and innovatively perform or talk about topics in well-structured texts effortlessly.	<b>AdI</b> Be open and willing to relativise her or his own cultural viewpoint and value system between own and foreign cultures.
1.2.1. Task-based/theme-based/inquiry-based group activities.	Can persistently and instrumentally relate accuracy and fluency in task-based/theme-based/inquiry-based group activities.	Can produce good syntax, coherent and grammatically correct utterances in speaking lessons/activities.	Can initiatively and willingly respond to speaking activities/lessons with a positive and intrinsic attitude.

## 8. Pedagogical Suggestions

According to the *Malaysian Independent Chinese Secondary Schools Education Blueprint* (2018), the total yearly teaching lasts forty weeks and each period carries forty minutes; for Senior Middle One and Two, five class periods weekly is proposed, yet for Senior Middle Three, only three

periods are allocated weekly. In response to this, in the Senior Middle Three curriculum, the focus will be on comprehension and academic writing while speaking and listening components can be incorporated at the discretion of teachers. There are a total of twenty-eight units in senior middle English textbooks (10 units in Senior 1, 10 units in Senior 2 and 8 units in Senior 3). The suggestions for some teaching approaches are as follows:

### ***8.1. Theme-Based Approach***

Students are not required to have a comprehensive knowledge of all the topics. Rather, these topics serve as the subject matter through which the language skills and language contents are taught and meaningful tasks and activities are set.

### ***8.2. Inquiry-Based Approach***

An inquiry-based approach is likewise emphasised in English learning. It focuses on moving students beyond general curiosity into the realms of critical thinking and understanding. Students are encouraged to ask questions and are supported through the investigation process, understanding when to begin and how to structure an inquiry activity (e.g. case study, group project, etc.).

### ***8.3. Language Learning Strategies***

Language learning strategies should also be integrated into the learning of English so as to enable students to take responsibility for their own learning and to build their confidence and interest in learning English. Memory-related, cognitive, compensatory, metacognitive, affective and social strategies should be integrated into the lessons. As such, the learning strategies are provided in the appendix of the textbooks for reference.

### ***8.4. Information and Communication Technology (ICT) Skills***

Skills relating to ICT such as the use of multimedia resources (e.g. the Internet and social media) and the utilisation of computer-related activities (e.g. YouTube, e-mails, PowerPoint, Kahoot, etc.) can be incorporated into the learning of English.

### ***8.5. Preparation for Career or Professional Development***

Learning English prepares students to meet the challenges of their future careers or professional development. This is achieved by making use of creative and critical thinking skills, decision-making and problem-solving as well as collaborative learning such as task-based learning which is action-oriented and cross-disciplinary.

### ***8.6. Values and Attitudes***

The positive values and attitudes towards self, family, society as well as a national and global community should be cultivated through the learning of English.

## **9. Assessment Suggestions**

The assessment of the English Language should meet the criteria of curriculum objectives, learning standards and performance standards. Students have unidentical intellectual abilities, therefore the assessment methods should be diversified so as to assess students from cognitive, psychomotor and affective domains. This is conducive to the student's holistic development and fulfils the core competencies of MICSS.

**Table 8***Performance Standards*

Domain	Item	Level	Performance Standards
Cognitive (C)	Ca: Language Knowledge	1. Remember	Can accurately identify sentence patterns, the 8 Parts of Speech and 12 Tenses, etc.
		2. Understand	Can clearly understand the need for grammar knowledge in correct English use.
		3. Apply	Can accurately apply correct grammar to sentences and statements.
		4. Analyse	Can clearly break down grammatical structure and syntax.
		5. Evaluate	Can clearly evaluate the patterns in use appropriate to the linguistic scenarios.
		6. Create	Can creatively organise well-structured and detailed texts on complex topics.
	Cb: Genres	1. Remember	Can identify the genres effortlessly and accurately.
		2. Understand	Can realise the importance of genres in linguistic repertoires.
		3. Apply	Can appropriately apply the learned genres.
		4. Analyse	Can examine the genres methodically and in detail so as to explain and interpret them.
		5. Evaluate	Can assess and value the genres prior to application.
		6. Create	Can creatively produce well-formed writing in various genres corresponding to linguistic scenarios.
	Cc: Cultural Tradition	1. Remember	Can be aware of English cultural traditions.
		2. Understand	Can perceive the intended meaning of English idiomatic expressions or phrases.
		3. Apply	Can apply English congruent with its cultural tradition in relevant linguistic repertoires.
		4. Analyse	Can explain and interpret idiomatic expressions, proverbs and slang appropriately.

Domain	Item	Level	Performance Standards
		5. Evaluate	Can form an idea of idiomatic expressions and colloquialisms simultaneously and readily.
		6. Create	Can appropriately produce utterances and write idiomatically in different linguistic scenarios.
	Cd: Functional Nature	1. Remember	Can realise the instrumental and pragmatic function of English.
		2. Understand	Can clearly understand the functions of English in daily life and global demands.
		3. Apply	Can use English as an instrument and apply it in a pragmatic manner.
		4. Analyse	Can value and examine the functional nature of English.
		5. Evaluate	Can clearly assess the nature of English prior to its application.
		6. Create	Can innovatively use English in a pragmatic and instrumental manner.
Psychomotor (P)	Pa: Listen and fill in the blanks/act out/take note	1. Imitation	Can listen carefully to and imitate the standard pronunciation.
		2. Manipulation	Can listen skillfully to instructions and respond accordingly.
		3. Precision	Can understand what is heard accurately.
		4. Articulation	Can produce well-structured utterances.
		5. Naturalisation	Can listen to English effortlessly in various linguistic scenarios.
	Pb: 1. Discuss/ state/ask/ identify/answer/correct/ suggest/request/warn/ advise/encourage/invite/ offer/address/greet/ inform/apologise 2. Talk /report about a topic	1. Imitation	Can imitate by referring to the given patterns.
		2. Manipulation	Can handle the given task appropriately.
		3. Precision	Can talk and speak precisely and accurately corresponding to contexts.
		4. Articulation	Can produce well-structured speech/talk accordingly.
		5. Naturalisation	Can internalise in the form of utterance contextually.
	Pc: Read and Pronounce	1. Imitation	Can copy what is heard accurately and effortlessly.

Domain	Item	Level	Performance Standards
		2. Manipulation	Can control the utterances and pronounce them clearly.
		3. Precision	Can make exact and correct utterances.
		4. Articulation	Can articulate in response to internationally accepted standards.
		5. Naturalisation	Can read simultaneously and speak correctly.
	Pd: Write	1. Imitation	Can imitate appropriately and correctly.
		2. Manipulation	Can readily write in response to various linguistic repertoires.
		3. Precision	Can write precisely and accurately.
		4. Articulation	Can write in correct syntax and well-formed sentences effortlessly.
		5. Naturalisation	Can naturalise writing effortlessly.
Affective (A)	Aa: Self-esteem	1. Receiving	Can confidently identify oneself with English.
		2. Responding	Can willingly and readily take risks in daily English use.
		3. Valuing	Can infer the value of English positively.
		4. Organising & Conceptualising	Can organise self-esteem constructively and conceptualise positively.
		5. Characterising by Values	Can persistently characterise and value English.
	Ab: Involvement and Motivation	1. Receiving	Can be fully involved in English learning.
		2. Responding	Can respond with high intrinsic motivation.
		3. Valuing	Can value the relevance of English learning with personal needs and global demands.
		4. Organising & Conceptualising	Can participate in English language competitions confidently.
		5. Characterising by Values	Can learn English with positive motivation.
	Ac: State	1. Receiving	Can accept English positively and willingly.

Domain	Item	Level	Performance Standards
		2. Responding	Can use English in a positive, alert and relaxed state.
		3. Valuing	Can understand the importance of English persistently.
		4. Organising & Conceptualising	Can use English in an alert and relaxed state for good performance.
		5. Characterising by Values	Can have a high opinion of English realising its values.
	Ad: Attitude	1. Receiving	Can accept various forms of English.
		2. Responding	Can respond in English readily and positively.
		3. Valuing	Can value English with a proactive and constructive attitude.
		4. Organising & Conceptualising	Can proactively produce correct utterances and write with interest and openness.
		5. Characterising by Values	Can enhance intercultural understanding of English and appreciate its values and functions.

**Table 9**

*First Example of Alignment of Content Standards and Learning Standards with Performance Standards*

Learning Standards Content Standards	Cognitive	Psychomotor	Affective
	CbI Can correctly identify the various genres in English effortlessly.	PdII Can appropriately and effortlessly write well-structured texts in response to the assignment or linguistic scenarios.	AbI Be willing to increase intrinsic motivation to carry out the task—due to interest in the task or because of its perceived relevance.
3.1.1. Knowledge of genres in academic English writing (essays, speech, letters, articles, etc.)	Understand and know the various genres of English writing (essays /speech/articles/ letters, etc.) learned in the senior middle level.	Can write clear, well-structured expositions of complex subjects as well as expanding and supporting points of view at some length with	Can confidently identify the various genres of English learned in senior middle level readily and is willing to use them in linguistic repertoires.



		subsidiary points, reasons and relevant examples.	
<b>Performance Standards</b>	Can clearly and effortlessly recognise and identify the various genres learned in the senior middle level.	Can persistently and readily produce (write and utter) well-formed and correct syntax or statements as well as expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	Can willingly and positively respond to daily linguistic scenarios and needs in an alert and relaxed manner intrinsically.

**Table 10**

*Second Example of Alignment of Content Standards and Learning Standards with Performance Standards*

<div>Learning Standards</div> <div>Content Standards</div>	Cognitive	Psychomotor	Affective
	<b>CaII</b> Can apply grammar accuracy in either utterance or writing.	<b>PbII</b> Can correctly and innovatively perform or talk about the topic in well-structured texts effortlessly.	<b>AdI</b> Be open and willing to relativise own cultural viewpoint and value system between own and foreign cultures.
1.2.1. Task-based/theme-based/inquiry-based group activities.	Can persistently and instrumentally relate accuracy and fluency in task-based/theme-based/inquiry-based group activities.	Can produce good syntax, coherent and grammatically correct utterances in speaking lessons/activities.	Can initiate and respond willingly to speaking activities/lessons in positive and intrinsic attitude.
<b>Performance Standards</b>	Can clearly and effortlessly apply accuracy and fluency in senior middle speaking lessons/activities.	Can correctly and responsively speak in well-formed statements and sentences within senior middle topical scope.	Can confidently and readily get involved or take risks in senior middle speaking lessons/activities.

### ***9.1. Continuous Assessment and Fixed Point Assessment***

Continuous assessment is an assessment by the teacher and possibly by the learner based on class performances, pieces of work and projects throughout the course. The final grade thus reflects the whole course/year/semester. Fixed point assessment is when grades are awarded and decisions made on the basis of an examination or other assessment which takes place on a particular day, usually the end of the course or before the beginning of a course. What has happened beforehand is irrelevant; it is what the person can do now that is decisive. Assessment is often seen as something beyond the course which takes place at fixed points in order to make decisions. Continuous assessment implies assessment that is integrated into the course and which contributes in some cumulative way to the assessment at the end of the course. Apart from marking homework and occasional or regular short achievement tests to reinforce learning, a continuous assessment may take the form of checklists/grids completed by teachers and/or learners, assessment in a series of focused tasks, formal assessments of coursework, and/or the establishment of a portfolio of samples of work, possibly in different stages of drafting, and/or at different stages in the course.

### ***9.2. Direct Assessment and Indirect Assessment***

Direct assessment is assessing what the candidate is actually doing. For example, in a small group discussion, the assessor observes, compares with a criteria grid, matches the performances to the most appropriate categories on the grid, and gives an assessment. Indirect assessment, on the other hand, uses a test, usually in paper or digital form, which often assesses enabling skills. Direct assessment is effectively limited to speaking, writing and listening in interaction, since you can never see receptive activity directly. Reading can, for example, only be assessed indirectly by requiring learners to demonstrate evidence of understanding by ticking boxes, finishing sentences, answering questions, etc. Linguistic range and control can be assessed either directly through judging the match to criteria or indirectly by interpreting and generalising the responses to test questions.

### ***9.3. Performance Assessment and Knowledge Assessment***

Performance assessment requires the learner to provide a sample of language in speech or writing in a direct test. In this sense, the word 'performance' is being used to mean the production of language. It refers to a relevant performance in a (relatively) authentic and often works or study-related situation. In a slightly looser use of the term 'performance assessment', oral assessment procedures could be said to be performance tests in that they generalise proficiency from performances in a range of discourse styles considered to be relevant to the learning context and needs of the learners. Knowledge assessment requires the learner to answer questions that can be of a range of different item types in order to provide evidence of the extent of their linguistic knowledge and control. Some tests balance the performance assessment with an assessment of knowledge of the language as a system; others do not.

### ***9.4. Project-Based Assessment***

The project-based assessment provides an opportunity for students to apply what they have learned. Teachers can use appropriate evaluation methods to evaluate students' creativity, communication and presentation skills, problem-solving skills, and ability to collect and process data. The results of the evaluation should be presented in both qualitative and quantitative methods. Quantitative evaluation can be presented via the grading system, percentage, etc.; qualitative evaluation can be forwarded in the form of comments, activity records filling, etc. More attention should be paid to what students have mastered, what progress they have gained, and what capabilities they have so that the evaluation is helpful in building students' self-confidence, improving interest and promoting development in English learning.

## 10. Implementation Highlights

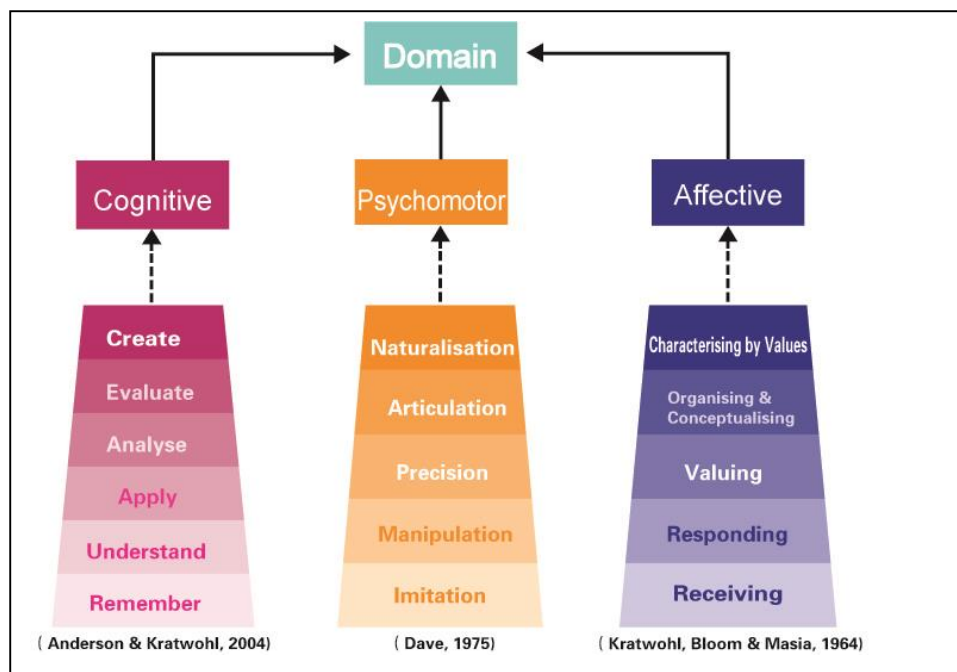
The recommended supporting aids that facilitate the implementation of the course are:

- a. All teachers and students are required to have the official English textbooks and workbooks for Senior Middle 1, 2 and 3 published by the United Chinese School Committee's Association of Malaysia as the core teaching and learning materials.
- b. All teachers should refer to:
  - i. the official English textbook and workbook for Senior Middle 1, 2, and 3 published by the United Chinese School Committee's Association of Malaysia;
  - ii. the official English grammar book published by the United Chinese School Committee's Association of Malaysia; and
  - iii. any other English language reference books published by the United Chinese School Committee's Association of Malaysia.
- c. All teachers and students are encouraged to explore a wider range of learning materials during the course such as:
  - i. English newspapers, online resources, advertisements, flyers, brochures and pamphlets;
  - ii. Relevant English learning websites, footages and videos using a search engine (e.g. Channelnewsasia, Euronews live, BBC, CNN, social media, Apps, etc.); and
  - iii. English learning journals, magazines and periodicals.
- d. English language games that simulate the use and decision making in English listening, speaking, reading and writing as well as thinking.
- e. Site visits to English-speaking points or invitations of guest speakers in English from various industries for a better understanding and command of English in real life.
- f. Teachers are encouraged to continuously explore a more innovative teaching approach. Apart from referring to the Teaching Strategies provided in the textbook, they are also recommended to deliver the course which grooms the students' learning experience through logical understanding, appreciation and application of the subject matter.
- g. A curriculum does not end with leaving school but continues in some way or other thereafter in a process of lifelong learning. In this perspective, therefore, the curriculum of the school has the aim of developing the learner's multilingual and multicultural competencies which at the end of school studies may take the form of differentiated profiles depending on individuals and the paths they have followed. It is clear that the form of this competency is not rigid and the subsequent personal and professional experiences of each social agent, the direction of his or her life, will cause it to evolve and change its balance through further development, reduction and reshaping. It is here that adult education and continuing training, among other things, play a role.

## 11. Appendices

### Appendix 1

#### *Cognitive, Affective and Psychomotor Domains*



### Appendix 2

#### *The Details of Learning Standards of English for Senior Middle One, Two and Three*

Domain	Cognitive (C)	Psychomotor (P)	Affective (A)
Item	<b>Ca: Language Knowledge</b> <ul style="list-style-type: none"> <li>• Sentence patterns</li> <li>• Parts of Speech</li> <li>• Tenses</li> <li>• Positive and Negative Statements</li> <li>• Clauses</li> <li>• Subject-verb Agreement</li> <li>• Modals</li> <li>• Conjunctions/ Connectors</li> <li>• Conditionals/If Clause</li> <li>• Question Tag</li> <li>• Direct and Indirect Speech</li> <li>• Active/Passive Voice</li> <li>• Punctuations</li> <li>• Transitions</li> </ul>	<b>Pa: Listen and fill in the blanks/act out/take note</b> <ul style="list-style-type: none"> <li>• Prerecorded speech</li> <li>• Instruction</li> <li>• Audio</li> <li>• Conversation</li> <li>• Text/Web</li> <li>• Song</li> </ul>	<b>Aa: Self-esteem</b> <p>A positive self-image and a lack of inhibition are likely to contribute to successful task completion where the learner has the necessary self-confidence to persist in carrying out the task (e.g. intervening to obtain clarification, checking for understanding, willingness to take risks, or, when faced with comprehension difficulties, continuing to read or listen and making inferences, etc.); the degree of inhibition may be influenced by the</p>

Domain	Cognitive (C)	Psychomotor (P)	Affective (A)
			particular situation or task.
	<b>Cb: Genres</b> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Speech/Talks</li> <li>• Letter</li> <li>• Articles</li> <li>• Journals</li> <li>• News</li> <li>• Poetry</li> <li>• Sketches</li> <li>• Presentation</li> <li>• Report</li> <li>• Proposal</li> <li>• Recommendation</li> <li>• Application</li> <li>• Acknowledgement</li> </ul>	<b>Pb:</b> <ol style="list-style-type: none"> <li><b>1. Discuss/ state/ask/ identify/answer/correct/ suggest/request/warn/ advise/encourage/invite/ offer/address/greet/ inform/apologise</b> <ul style="list-style-type: none"> <li>• Group task</li> <li>• Planning</li> <li>• Presentation</li> <li>• Role play</li> </ul> </li> <li><b>2. Talk /report about a topic</b> <ul style="list-style-type: none"> <li>• Country</li> <li>• Culture</li> <li>• Travel and Sightseeing</li> <li>• Models and Idols</li> <li>• Global Mindset</li> <li>• Modern Technology</li> <li>• Seminal Writer</li> <li>• Practical Living Skills</li> </ul> </li> </ol>	<b>Ab: Involvement and motivation</b> Successful task performance is more likely to be achieved when the learner is fully involved; a high level of intrinsic motivation to carry out the task—due to interest in the task or because of its perceived relevance, e.g. to real-life needs or to the completion of another linked task (task interdependence)—will promote greater learner involvement; extrinsic motivation and positive reinforcement may also play a role.
	<b>Cc: Cultural Tradition</b> <ul style="list-style-type: none"> <li>• Etiquette</li> <li>• Protocol</li> <li>• Ritual</li> <li>• Idioms</li> <li>• Proverbs</li> <li>• Colloquialism</li> <li>• Slang</li> </ul>	<b>Pc: Read/Pronounce</b> <ul style="list-style-type: none"> <li>• Text/Website</li> <li>• Newspaper</li> <li>• Magazine</li> <li>• Book</li> <li>• Message</li> <li>• Email</li> <li>• Notes</li> <li>• International Phonetic Alphabets</li> </ul>	<b>Ac: State</b> Performance is influenced by the learner's physical and emotional state (an alert and relaxed learner is more likely to learn better).
	<b>Cd: Functional Nature</b> Understand the pragmatic and instrumental function of learning English as a second language, that is, to use it as a vehicle for opportunity and success in social, educational and professional domains.	<b>Pd: Write</b> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Factual</li> <li>• Summary</li> <li>• Persuasive</li> <li>• Argumentative</li> <li>• Descriptive</li> <li>• Compare and Contrast</li> <li>• Narrative</li> <li>• Reflective Journal</li> <li>• Application Letter</li> <li>• Proposal (Project, Research)</li> <li>• Speeches and Talks</li> </ul>	<b>Ad: Attitude</b> The difficulty of a task that introduces new sociocultural knowledge and experiences will be affected by the learner's interest in the language and willingness to accept various forms of the language and to enhance intercultural understanding of English and appreciate its values and functions.

## **Appendix 3**

### *Evaluation*

#### **1. Evaluation Purpose**

Evaluation is an indispensable part of the teaching process. Through teaching evaluation and/or observation, teachers can get feedback on their teaching. It is an important method for teachers to understand the teaching process and regulate teaching activities to ensure that the teaching activities can achieve the set curriculum objectives. The main purpose of the evaluation is to understand the process and the outputs of the student's learning, to diagnose whether the students have an incorrect concept and learning difficulties, to identify possible defects in teaching and to provide a basis for refining the teaching approach and design.

#### **2. Evaluation Content**

In the teaching of English, the design of evaluation methods should be based on the 'English Curriculum Standards', and the content of the evaluation should be responsive to the course objectives. Teaching evaluation should be accompanied by teaching activities, and its content should be consistent with the teaching objectives, covering all aspects of the course objectives. A comprehensive evaluation of students' knowledge, methods and abilities, as well as effects and values must be in place. It is necessary to pay attention to the results of student learning, as well as the changes and development of students in the learning process.

#### **3. Evaluation Method**

In the implementation of the evaluation, the appropriateness of the evaluation methods and tools is the key to determining the success or failure of the evaluation. Therefore, in the evaluation process, choosing appropriate and effective methods and developing excellent evaluation tools are points that English teachers must prudently consider. Teachers should use a variety of evaluation methods throughout the teaching process to assess the achievement level of students for different learning objectives. It is necessary to adopt a variety of evaluation methods that can match the evaluation content while giving equal attention to formative evaluation and summative evaluation.

##### **3.1. Formative Evaluation**

The formative evaluation mainly refers to the measurement of student's learning process and their results in order to improve and refine teaching activities during the teaching process. Formative evaluation focuses on the assessment of the learning process and the use of measurement results to improve teaching. In this way, the teaching can be refined in the process of continuous evaluation, feedback, correction or improvement, rather than stressing the assessment of student's achievements. Since formative evaluation is the main purpose of obtaining feedback and improving teaching, the number of such tests is relatively frequent.

The formative evaluation assesses modalities such as the performance of students participating in curricular and co-curricular activities, the completion of assignments in general, classroom questions raised, discussions and collaborative learning. Emphasis is placed on evaluating students' performance in the learning process, their usual learning attitudes, learning ability and interest in learning. It is intended to promote students' active participation and self-directed initiative in the learning process and to cultivate correct emotional attitudes and values.

##### **3.2. Summative Evaluation**

Summative evaluation generally refers to the assessment of student learning outcomes after the end of a course or a teaching phase. The main purpose of this evaluation is to assess the student's academic performance, to determine the extent of the student's achievement of the learning objectives,

and to determine the basis for the student's learning in the follow-up tutorial and the development of new learning objectives. The generalisation level of summative evaluation is generally high, the scope of content included in the examination or test is comparatively broad, and the number of evaluations is restricted, usually two or three times a semester or within one academic year. The mid-term examination, final examination, and graduation examination in school are summative evaluations.

Summative evaluation engages paper-based tests on basic knowledge and non-paper-based test, such as oral presentations, project-based assessments, inquiry-based reports, etc. Each assessment should adopt an appropriate evaluation method in accordance with different teaching contents and the purposes of the evaluation.

## Appendix 4

### *Textbook Chapters and Learning Points*

Senior Middle One	Item	Content
Unit 1: My Country	1.1. Reading	1.1.1. The National Park
	1.2. Patterns in Action	1.2.1. Parts of Speech
		1.2.2. Types of Verbs
	1.3. Listening	1.3.1. Listen to the speech on the topic 'Rebels' and fill in the blanks.
	1.4. Speaking	1.4.1. Discuss the ways to promote tourism in your area and state the reasons why.
Unit 2: My Culture	1.5. Writing	1.5.1. Five-paragraph essay
	2.1. Reading	2.1.1. The Wisdom of Confucius
	2.2. Patterns in Action	2.2.1. Simple Present
		2.2.2. Present Continuous Tense
	2.3. Listening	2.3.1. Listen and act out the instructions
Unit 3: My Culture	2.4. Speaking	2.4.1. Telephone Game
	2.5. Writing	2.5.1. Five-paragraph Essay
	3.1. Reading	3.1.1. Cultural Integration
	3.2. Patterns in Action	3.2.1. Modal verbs and situational functions
	3.3. Listening	3.3.1. Listen to the pre-recorded text (pigeons as a means of communication) and tick true or false for each statement.
Unit 4: Travel and Sightseeing	3.4. Speaking	3.4.1. Discuss and decide the similarity of your habits with your friends.
	3.5. Writing	3.5.1. Writing the Body Paragraphs
	4.1. Reading	4.1.1. China
	4.2. Patterns in Action	4.2.1. Comparison of the Simple Past
		4.2.2. Past Continuous Tense

	4.3. Listening	4.3.1. Listen to the audio and fill in the blanks in the sentences below with the specific words or phrases from the audio.
	4.4. Speaking	4.4.1. Divide yourselves into a group of five. Use the instructions to complete the task strictly with English as the medium of communication only.
	4.5. Writing	4.5.1. Writing the Concluding Paragraph
		4.5.2. Summarising a Paragraph
Unit 5: Travel and Sightseeing	5.1. Reading	5.1.1. Tourist Attractions in the United Kingdom
	5.2. Patterns in Action	5.2.1. Pronouns
	5.3. Listening	5.3.1. Listen to the dialogue and draw out the road map from where you are to the railway station.
	5.4. Speaking	5.4.1. Look at the photos. Make a list of adjectives to describe each of the photos. Compare with a partner.
	5.5. Writing	5.5.1. Reply to an email
Unit 6: Models and Idols	6.1. Reading	6.1.1. Jane Goodall the British Ethologist
	6.2. Patterns in Action	6.2.1. Comparison of the Simple Past and Present Perfect Tense
	6.3. Listening	6.3.1. Work in groups of three. Listen to the pre-recorded interview between Chong and Nicol and take notes. Show your notes to your partners and try to find out what information both of you have got.
	6.4. Speaking	6.4.1. Work in pairs. Take turns talking about your favourite idol.
	6.5. Writing	6.5.1. Writing of Notice of Meeting, Agenda and Minutes.
Unit 7: Global Mindset	7.1. Reading	7.1.1. What is resource recovery?
	7.2. Patterns in Action	7.2.1. Gerunds
		7.2.2. Participles and Participle Clause
	7.3. Listening	7.3.1. Listen and answer the questions/fill in the blanks.
	7.4. Speaking	7.4.1. Work in groups. Discuss your answers to the given questions.
Unit 8: Modern Technology	7.5. Writing	7.5.1. Cause and Effect Essay
	8.1. Reading	8.1.1. What is Nanotechnology?
	8.2. Patterns in Action	8.2.1. Simple Future Tense
		8.2.2. Future Continuous Tense
		8.2.3. Future Perfect Tense
	8.3. Listening	8.3.1. Listen and fill in the blanks based on the text.
Unit 9: Seminal Writer	8.4. Speaking	8.4.1. Discuss the use of technologies to tackle the coronavirus (Covid-19) pandemic with a partner.
	8.5. Writing	8.5.1. Factual Essay
	9.1. Reading	9.1.1. Malaysian Wins French Literary Award
	9.2. Patterns in Action	9.2.1. Connectors
	9.3. Listening	9.3.1. Listen to the audio and answer the questions below.
	9.4. Speaking	9.4.1. Discuss in groups and list three books written by Malaysian authors. Write a brief introduction to the books and present them to the class.



	9.5. Writing	9.5.1. Summary Writing
Unit 10: Practical Living Skills	10.1. Reading	10.1.1. Open a Bank Account
	10.2. Patterns in Action	10.2.1. Transitions
	10.3. Listening	10.3.1. Listen to the song and fill in the blanks.
	10.4. Speaking	10.4.1. You and your classmates have been assigned to organise a class trip. Discuss with your group members the destination you intend to visit, the duration of the trip, the aim of the trip, time to gather, cost, places of interest and other related details. Present your proposal to the class.
	10.5. Writing	10.5.1. Compare and Contrast Essay
<b>Senior Middle Two</b>	<b>Item</b>	<b>Content</b>
Unit 1: My Country	1.1. Reading	1.1.1. Malaysia—Infrastructure, Power and Communication
	1.2. Patterns in Action	1.2.1. Simple, Compound, Complex and Compound-Complex Sentences
	1.3. Listening	1.3.1. Listen to the recording about ‘Use of Public Property’ and fill in the blanks.
	1.4. Speaking	1.4.1. In groups, discuss how you would advise someone on the proper use of the public swimming pool.
	1.5. Writing	1.5.1. Summary Writing
Unit 2: My Culture	2.1. Reading	2.1.1. Chinese Calligraphy
	2.2. Patterns in Action	2.2.1. Present Perfect Continuous Tense
	2.3. Listening	2.3.1. Listen to a discussion about cultural integration. Then answer true (T) or false (F) for each question.
	2.4. Speaking	2.4.1. Situation: How to help students become respectful of people from different cultural backgrounds? Give three suggestions.
	2.5. Writing	2.5.1. Persuasive Essay
Unit 3: My Culture	3.1. Reading	3.1.1. Indian Cultural Heritage in Malaysia
	3.2. Patterns in Action	3.2.1. Infinitives
	3.3. Listening	3.3.1. Listen to the recording about ‘Indian Food in Malaysia’ and fill in the blanks.
	3.4. Speaking	3.4.1. 1) Do you think we should preserve our food culture? Give your reasons. 2) Suggest three ways to promote food culture in the tourism industry.
	3.5. Writing	3.5.1. Summary Writing
Unit 4: Travel and Sightseeing	4.1. Reading	4.1.1. Confused by Typhoons, Japan’s Cherry Blossoms are Blooming in Autumn
	4.2. Patterns in Action	4.2.1. Past Perfect and Past Perfect Continuous Tense
	4.3. Listening	4.3.1. Listen to the recording about ‘Climate Change is Impacting Your Favourite Vacation Destination’. Which

		of the following statements are mentioned in the recording? Put a tick (✓) or a cross (×) in the space provided.
	4.4. Speaking	4.4.1. 1) Choose a country with four seasons that you wish to visit. 2) Based on the information given below, during which season would you visit the country of your choice? Why?
	4.5. Writing	4.5.1. Compare and Contrast Essay
Unit 5: Travel and Sightseeing	5.1. Reading	5.1.1. Discovering Switzerland
	5.2. Patterns in Action	5.2.1. Noun Phrases and Clauses
	5.3. Listening	5.3.1. Listen to the recording about 'Mauritius' and fill in the blanks.
	5.4. Speaking	5.4.1. Topic: Give three ways to conserve the environment before and while travelling. Give reasons as to how they help.
	5.5. Writing	5.5.1. Summary Writing
Unit 6: Models and Idols	6.1. Reading	6.1.1. Global Architect Ieoh Ming Pei
	6.2. Patterns in Action	6.2.1. Future Perfect Continuous Tense
	6.3. Listening	6.3.1. Listen to the recording about 'Landscape Architecture' and fill in the blanks.
	6.4. Speaking	6.4.1. Topic: Why do teenagers idolise celebrities (singers, actors, reality show participants, TV presenters, athletes, politicians, millionaires, etc)? Give three reasons, two positive impacts and two negative impacts on teenagers who idolise celebrities.
	6.5. Writing	6.5.1. Cause and Effect Essay
Unit 7: Global Mindset	7.1. Reading	7.1.1. Global Goals on Addressing Land Degradation
	7.2. Patterns in Action	7.2.1. Adjectival Phrases and Clauses
	7.3. Listening	7.3.1. Listen to the recording about 'Food Security During the Covid-19 Pandemic'. Then answer true (T) or false (F) for each question.
	7.4. Speaking	7.4.1. Topic: As millions of people worldwide are suffering from hunger, we should do our part to reduce food waste in order to reduce global starvation. Give three ways to reduce food waste at home.
	7.5. Writing	7.5.1. Summary Writing
Unit 8: Modern Technology	8.1. Reading	8.1.1. Smartwatch
	8.2. Patterns in Action	8.2.1. Active and Passive Voice
	8.3. Listening	8.3.1. Listen to the recording about 'Choosing Plants as a Direct Source of Protein'. Then answer some multiple-choice questions.

	8.4. Speaking	8.4.1. Topic: Sustainable eating is about choosing foods that are healthful to our environment and our body. Give five recommendations for a healthy and sustainable diet.
	8.5. Writing	8.5.1. Factual Essay
Unit 9: Seminal Writer	9.1. Reading	9.1.1. Charles Dickens
	9.2. Patterns in Action	9.2.1. Conditional Sentences, If Clauses
	9.3. Listening	9.3.1. Amanda is exchanging and sharing information about the works of famous writers with her friend, Jack. Listen to the recording and answer the questions with true (T) and false (F).
	9.4. Speaking	9.4.1. In pairs, choose a novel or a short story written by a well-known author. Complete the task using the template given below and present it to your class.
	9.5. Writing	9.5.1. Summary Writing
Unit 10: Practical Living Skills	10.1. Reading	10.1.1. Ways to Improve Physical and Mental Health
	10.2. Patterns in Action	10.2.1. Subject-Verb Agreement
	10.3. Listening	10.3.1. Listen to the recording about 'Exercise Impacts Learning' and fill in the blanks.
	10.4. Speaking	10.4.1. In groups, discuss and suggest five ways to manage your negative emotions (e.g. anger, disappointment, dismay, jealousy, hatred, etc.). Then, assign a representative to present the ideas of your group.
	10.5. Writing	10.5.1. Argumentative Essay
<b>Senior Middle Three</b>	<b>Item</b>	<b>Content</b>
Unit 1: My Country	1.1. Reading	1.1.1. The Malaysian Government
	1.2. Patterns in Action	1.2.1. Prefixes and Suffixes
	1.3. Listening	1.3.1. Volunteerism in Malaysia
	1.4. Speaking	1.4.1. Discussing the responsibilities of Malaysian citizens
	1.5. Writing	1.5.1. Cause and Effect Essay
Unit 2: My Culture	2.1. Reading	2.1.1. Iban Culture
	2.2. Patterns in Action	2.2.1. Phrasal Verbs
	2.3. Listening	2.3.1. Indigenous peoples are crucial for attaining the sustainable development goals
	2.4. Speaking	2.4.1. Discussing why we should be concerned about indigenous peoples
	2.5. Writing	2.5.1. Paraphrasing Skills
Unit 3: Travelling and Sightseeing	3.1. Reading	3.1.1. New Zealand
	3.2. Patterns in Action	3.2.1. Direct and Indirect Speech
	3.3. Listening	3.3.1. Travel risk management support
	3.4. Speaking	3.4.1. Giving suggestions on making your travelling more meaningful
	3.5. Writing	3.5.1. Compare and Contrast Essay

Unit 4: Models and Idols	4.1. Reading	4.1.1. Yao Ming, the Chinese Basketball Phenomenon
	4.2. Patterns in Action	4.2.1. Adverbial Phrases and Clauses
	4.3. Listening	4.3.1. China's Diving Queen Guo Jingjing
	4.4. Speaking	4.4.1. Discussing the qualities of a successful athlete
	4.5. Writing	4.5.1. Paraphrasing Skills
Unit 5: Global Mindset	5.1. Reading	5.1.1. Sharing Economy
	5.2. Patterns in Action	5.2.1. Collocations
	5.3. Listening	5.3.1. Justpark
	5.4. Speaking	5.4.1. Discussing how the sharing economy sectors impact the environment and economy
	5.5. Writing	5.5.1. Opinion Essay
Unit 6: Modern Technology	6.1. Reading	6.1.1. Unmanned Ground Vehicle (UGV)
	6.2. Patterns in Action	6.2.1. Commonly Confused Words
	6.3. Listening	6.3.1. Jobs that artificial intelligence can do and cannot do
	6.4. Speaking	6.4.1. Discussing what jobs robots are expected to replace in the future
	6.5. Writing	6.5.1. Summary Writing
Unit 7: Seminal Writer	7.1. Reading	7.1.1. Arthur Conan Doyle
	7.2. Patterns in Action	7.2.1. Order of Adjectives and Comparison of Adjectives
	7.3. Listening	7.3.1. Benefits of Writing a Diary
	7.4. Speaking	7.4.1. Share findings about the publication, author's background and synopsis of a novel or a short story; role-play an event or incident in the story
	7.5. Writing	7.5.1. Persuasive Essay
Unit 8: Practical Living Skills	8.1. Reading	8.1.1. Creativity and Problem-Solving Skills
	8.2. Patterns in Action	8.2.1. Order of Adverbs and Comparison of Adverbs
	8.3. Listening	8.3.1. The Impact of Covid-19 on Education
	8.4. Speaking	8.4.1. Role-play a job interview
	8.5. Writing	8.5.1. Summary Writing

## Appendix 5

### *The Major Learning Contents*

No.	Item	Content
1	Themes	1) My Country 2) My Culture 3) Travelling and Sightseeing 4) Models and Idols 5) Global Mindset 6) Modern Technology 7) Seminal Writer 8) Practical Living Skills 9) MICSS Education Core Competencies 10) Sustainable Development Goals of the United Nations
2	Types of Texts	1) Articles, Reports and Reviews 2) Conversations, Dialogues and Interviews 3) Descriptions of People, Things, Places and Scenes 4) Narratives 5) Speeches and Talks
3	Grammar	1) Active and Passive Voice 2) Affirmative, Negative, and Interrogative Forms 3) Articles 4) Collocations 5) Commonly Confused Words 6) Conditional Tenses (First, Second, Third) 7) Determiners 8) Direct and Indirect Speech 9) Infinitives, Gerunds and Participles 10) Modals 11) Order of Adjectives/Comparisons 12) Order of Adverb/Comparisons 13) Parts of Speech 14) Phrasal Verbs 15) Phrases and Clauses 16) Sentence Types (Simple Sentences, Compound Sentence, Complex Sentences and Compound-complex Sentences) 17) Subject-verb Agreement 18) Suffixes and Prefixes 19) Tenses
4	Types of Essays	1) Cause and Effect 2) Compare and Contrast 3) Factual 4) Opinion 5) Persuasive/Argumentative