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Semua Ketua Bahagian
Semua Pengarah Pendidikan Negeri

YBhg. Datuk/Dato'/Tuan/Puan,

**SURAT PEKELILING IKHTISAS KEMENTERIAN PENDIDIKAN MALAYSIA
BILANGAN 1 TAHUN 2023**

**PELAKSANAAN KERANGKA KURIKULUM BAHASA INGGERIS LEPAS
MENENGAH DI INSTITUSI LEPAS MENENGAH KEMENTERIAN PENDIDIKAN
MALAYSIA MULAI TAHUN 2023**

TUJUAN

Surat Pekeliling Ikhtisas (SPI) ini bertujuan untuk memaklumkan berkenaan Pelaksanaan Kerangka Kurikulum Bahasa Inggeris Lepas Menengah (Post-Secondary English Language Curriculum Framework, PSELCF) di Institusi Lepas Menengah Kementerian Pendidikan Malaysia (KPM) Mulai Tahun 2023.

LATAR BELAKANG

2. Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013 - 2025 menggariskan usaha mentransformasi kurikulum Bahasa Inggeris (BI) dalam sistem pendidikan. KPM mengambil inisiatif menjajarkan kurikulum BI bagi Kurikulum Standard Sekolah Menengah (KSSM) dan Kurikulum Standard Sekolah Rendah (KSSR) kepada *Common European Framework of Reference for Languages (CEFR)* mulai tahun 2018.

3. *English Language Education Reform in Malaysia: The Roadmap 2015 - 2025* telah menyasarkan tahap pencapaian CEFR B2 bagi murid lepas menengah menjelang tahun 2025. Sehubungan dengan itu, PSELCF telah dibangun dan digunakan sebagai inisiatif dalam mencapai matlamat untuk memenuhi sasaran tersebut. PSELCF adalah kesinambungan kepada KSSM bagi mata pelajaran BI sebagai persediaan murid lepas menengah melanjutkan pengajian pada peringkat universiti.

4. Mesyuarat Profesional Kementerian Pendidikan Malaysia Bilangan 35 Tahun 2022 bertarikh 3 November 2022 telah meluluskan pelaksanaan PSELCF di semua institusi lepas menengah iaitu di kolej matrikulasi, institut pendidikan guru, pusat/kolej tingkatan enam termasuk prauniversiti sekolah sukan mulai tahun 2023.

TAFSIRAN

5. PSELCF merupakan kerangka kurikulum BI yang menjadi panduan kepada institusi lepas menengah iaitu di kolej matrikulasi, institut pendidikan guru dan pusat/kolej tingkatan enam termasuk prauniversiti sekolah sukan dalam menyediakan dokumen kurikulum BI untuk institusi masing-masing.

PELAKSANAAN

6. Dokumen PSELCF yang disertakan bersama-sama SPI ini adalah sebagai rujukan kepada semua pihak di institusi lepas menengah dalam membina dokumen kurikulum BI masing-masing.

7. Kurikulum BI bagi institusi lepas menengah hendaklah dibangunkan dengan mematuhi Standard Kandungan (SK) dan Standard Pembelajaran (SP) yang tersenarai dalam PSELCF. Institusi lepas menengah boleh memilih semua atau sebahagian daripada SK dan SP bergantung kepada tujuan program, kumpulan sasar dan jangka masa sesuatu kursus.

8. Peruntukan masa bagi pelaksanaan PSELCF adalah berdasarkan kepada peruntukan masa bagi mata pelajaran BI sedia ada di setiap institusi lepas menengah.
9. Institusi lepas menengah bertanggungjawab melatih dan memantau guru yang terlibat dalam pelaksanaan PSELCF.
10. YBhg. Datuk/Dato'/Tuan/Puan dikehendaki menyebarkan pelaksanaan PSELCF di institusi lepas menengah bawah seliaan masing-masing. Dokumen PSELCF boleh dimuat turun melalui laman sesawang KPM di pautan <https://www.moe.gov.my>.

TARIKH KUAT KUASA

11. SPI ini **berkuat kuasa serta-merta** mulai pada tarikh SPI ini dikeluarkan.

TANGGUNGJAWAB KETUA JABATAN

12. YBhg. Datuk/Dato'/Tuan/Puan hendaklah memastikan kandungan SPI ini dilaksanakan oleh semua pegawai yang bertanggungjawab di bahagian KPM, jabatan pendidikan negeri, pejabat pendidikan daerah dan institusi pendidikan bawah pentadbiran YBhg. Datuk/Dato'/tuan/puan.

Sekian, terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menjalinkan amanah,



(DATO' HAJI PKHARUDDIN BIN HAJI GHAZALI)

Ketua Pengarah Pendidikan Malaysia
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KEMENTERIAN PENDIDIKAN

KERANGKA KURIKULUM BAHASA INGGERIS LEPAS MENENGAH

*Post-Secondary
English Language
Curriculum Framework*





KEMENTERIAN PENDIDIKAN

KERANGKA KURIKULUM BAHASA INGGERIS LEPAS MENENGAH

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Hak Cipta Terpelihara. Tidak dibenarkan mengeluarkan mana-mana bahagian artikel, ilustrasi dan isi kandungan buku ini dalam apa jua bentuk dan dengan cara apa jua sama ada secara elektronik, fotokopi, mekanik, rakaman atau cara lain sebelum mendapat kebenaran bertulis daripada Ketua Pengarah Pendidikan Malaysia.

Terbitan 2022

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RUKUN NEGARA

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak:

Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;

Memelihara satu cara hidup demokratik;

Mencipta satu masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaannya yang kaya dan berbagai corak;

Membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga

dan usaha kami untuk mencapai cita-cita tersebut berdasarkan atas prinsip-prinsip yang berikut:

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN**



NATIONAL PRINCIPLES

Indeed, our country Malaysia aspires to achieving a greater unity for all her peoples:

- Maintaining a democratic way of life;
- Creating a just society in which the wealth of the nation shall be equitably shared;
- Ensuring a liberal approach to her rich and diverse cultural traditions; and
- Building a progressive society which shall be oriented to modern science and technology;

We, the people of Malaysia, pledge our united efforts to attain these ends, guided by these principles:

- BELIEF IN GOD**
- LOYALTY TO KING AND COUNTRY**
- SUPREMACY OF THE CONSTITUTION**
- RULE OF LAW**
- GOOD BEHAVIOUR AND MORALITY**

FALSAFAH PENDIDIKAN KEBANGSAAN

“Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara”

Sumber: Akta Pendidikan 1996 (Akta 550)

NATIONAL EDUCATION PHILOSOPHY

“Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large”

Source: Education Act 1996 (Act 550)

DEFINISI KURIKULUM KEBANGSAAN

Kurikulum Kebangsaan

Kurikulum Kebangsaan ialah suatu program pendidikan yang termasuk kurikulum dan kegiatan kokurikulum yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang diingini dan untuk menyampaikan pengetahuan.

Sumber: Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1997
[PU(A)531/97.]

NATIONAL CURRICULUM DEFINITION

National Curriculum

An educational programme that includes curriculum and co-curricular activities which encompasses all the knowledge, skills, norms, values, cultural elements and beliefs to help develop a pupil fully with respect to the physical, spiritual, mental and emotional aspects as well as to inculcate and develop desirable moral values and to transmit knowledge.

Source: Education Regulations (National Curriculum) 1997
[PU(A)531/97.]

KATA PENGANTAR

Kerangka Kurikulum Bahasa Inggeris Lepas Menengah (Post-Secondary English Language Curriculum Framework, PSELCF) ini digubal bagi memenuhi keperluan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 agar kualiti kurikulum Bahasa Inggeris (BI) yang dilaksanakan pada peringkat lepas menengah setanding dengan standard antarabangsa.

Sehubungan dengan itu, PSELCF ini merupakan kesinambungan kepada kurikulum KSSM bagi mata pelajaran BI yang diajarkan dengan *Common European Framework of Reference for Languages (CEFR)*.

Justeru, satu kerangka kurikulum berasaskan standard telah diijmlakan menerusi pembinaan Standard Kandungan dan Standard Pembelajaran yang diadaptasikan dengan CEFR. PSELCF ini membolehkan guru membuat tindakan susulan bagi mempertingkatkan pencapaian pelajar lepas menengah dalam mata pelajaran BI.

PSELCF yang dihasilkan telah menyepadukan tiga komponen iaitu *Generic Skills, Language Communicative Competence, Values and Attitudes* serta menggabung jalinan Kemahiran Abad Ke-21 dan Kemahiran Berfikir Aras Tinggi (KBAT) secara eksplisit. Penyepaduan tersebut dilakukan untuk melahirkan insan seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani seperti yang dihasratkan dalam Falsafah Pendidikan Kebangsaan.

Saya merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada Bahagian Pembangunan Kurikulum, Bahagian Pengurusan Sekolah Harian, Bahagian Sumber dan Teknologi Pendidikan, Institut Pendidikan Guru Malaysia, Majlis Peperiksaan Malaysia serta semua pihak yang terlibat dalam penggubalan kerangka kurikulum ini secara langsung mahupun tidak langsung. Semoga pelaksanaan PSELCF ini akan mencapai hasrat dan matlamat pendidikan kebangsaan.

DR. HAJAH ROSNARIZAH BINTI ABDUL HALIM
Pengarah
Bahagian Matrikulasi

INTRODUCTION

In the era of global competitiveness, the mastery of English Language is vital for students to gain access to information and knowledge as English Language is predominantly used. Hence, the Ministry of Education Malaysia continuously elevates its efforts to further strengthen English language education to increase the level of English language proficiency amongst students. This is in line with the aspirations of the 2013 – 2025 Malaysian Education Blueprint.

In 2013, a baseline study was conducted to undertake a comprehensive evaluation of the learning, teaching and assessment of English language in Malaysian schools from pre-school to pre-university. The evidence-based 2013 baseline documentation gives the ministry a clear picture of how the Malaysian English language education system was performing against internationally recognised standards. Therefore, Standards-Based English Language Curriculum (SBELC) for primary and secondary schools that is aligned to the Common European Framework of Reference for Languages (CEFR) was developed and implemented in 2018. PSELCF is a continuation of the SBELC to further support the English language teaching and learning progression between secondary and tertiary education.

This framework is developed by adapting the CEFR For Languages as reference.

RATIONALE

A reliable set of curricular standards for teaching and learning English at post-secondary level is vital for students to gain access to information and knowledge as English Language is predominantly used in today's era of global competitiveness. This framework outlines Content and Learning Standards for the teaching and learning of English language at post-secondary institutions under the Ministry of Education Malaysia (MoE).

AIMS

The PSELCF aims to:

1. enhance post-secondary students' existing language proficiency to communicate effectively in a variety of contexts at tertiary level or workplace;
2. provide post-secondary students the opportunities to use the language for personal and intellectual development, tertiary education, and future workplace demands;
3. enable post-secondary students to use the language in extending their knowledge and experience the culture of others thus, expanding their world views; and
4. develop post-secondary students' language competence to communicate effectively and critically with a broad range of topics through different genres in both academic and social contexts.

OBJECTIVES OF THE PSELCF

By the end of post-secondary education, students are able to achieve the following objectives:

1. Understand standard spoken language on concrete and abstract topics and follow complex lines of arguments.
2. Interact with a degree of fluency and spontaneity which makes regular interaction quite possible without strain.
3. Understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their fields of specialisation.
4. Produce clear, detailed texts on a wide range of subjects and explain viewpoints on issues of various topics.

THE FRAMEWORK

The PSELCF encompasses a set of interrelated components namely the Language Communicative Competence, Generic Skills, and Values and Attitudes which post-secondary students are expected to develop at post-secondary level of education. The Language Communicative Competence is developed through appropriate teaching and learning of language skills. Generic Skills, and Values and Attitudes are embedded through the Content and Learning Standards outlined in this framework as illustrated in Figure 1.

The Language Communicative Competence component incorporates knowledge or competencies, and the capacity to use and understand knowledge appropriately in a specific context of communication. As a result, competent language users are aspired to be developed through these interrelated components.

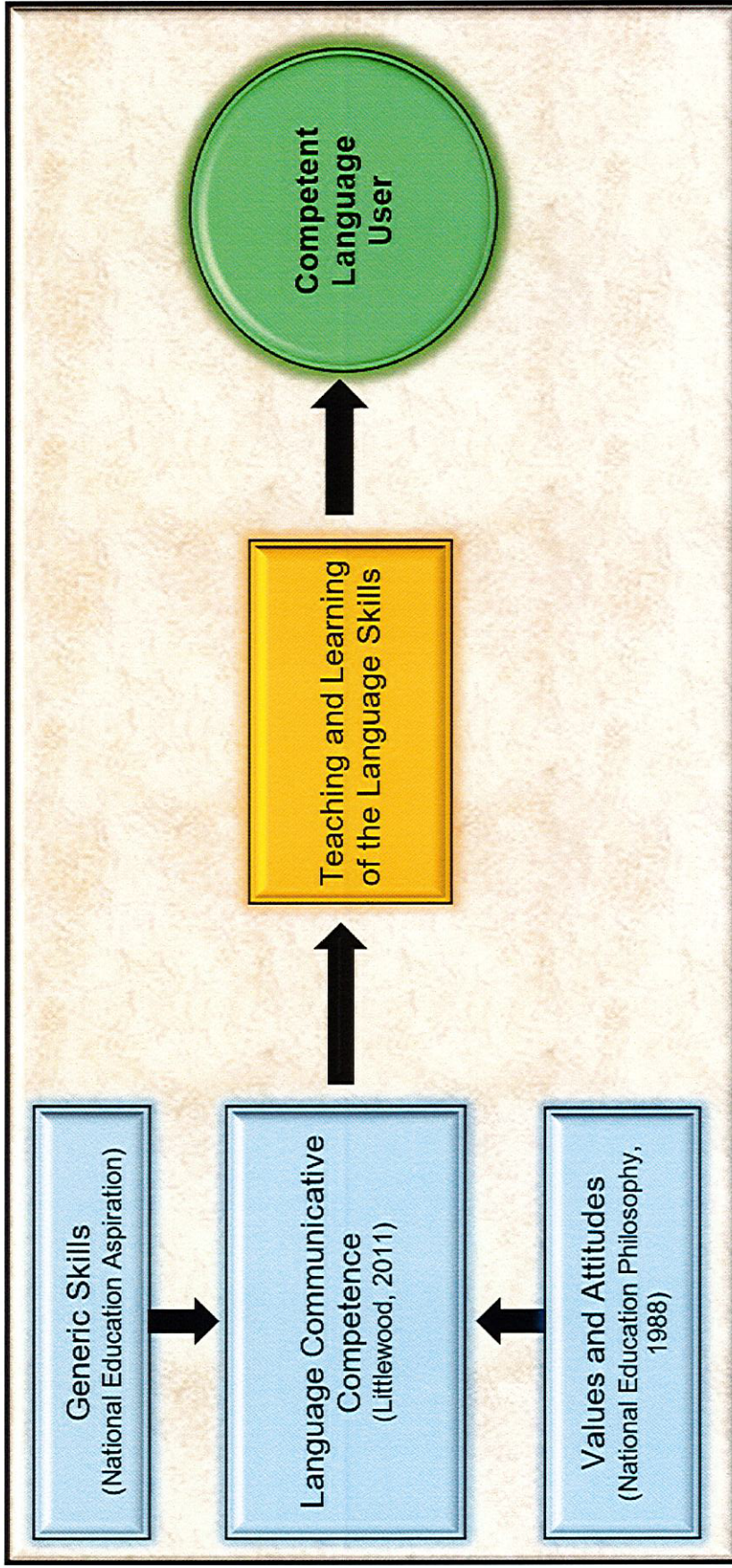


Figure 1: The PSEL Framework

COMPONENTS OF THE FRAMEWORK (CF)

CF1: Language Communicative Competence

The Language Communicative Competence adopts Littlewood (2011) Communicative Competence Model as illustrated in Table 1. The competencies of this model are as follow:

1. Linguistic Competence
2. Discourse Competence
3. Pragmatic Competence
4. Sociolinguistic Competence
5. Sociocultural Competence

These competencies are essential in the acquisition of language at post-secondary level. Therefore, PSELCF prepares the students to become competent language users of English by the end of their post-secondary education.

Table 1: Littlewood (2011) Communicative Competence Model

| Communicative Competence | Focus |
|----------------------------|---|
| Linguistic Competence | Knowledge of vocabulary, grammar, semantics and phonology that have been the traditional focus of second language learning |
| Discourse Competence | Enables speakers to engage in continuous discourse, e.g. by linking ideas in longer written texts, maintaining longer spoken turns, participating in interaction, opening and closing conversations |
| Pragmatic Competence | Enables speakers to use their linguistic resources to convey and interpret meanings in real situations |
| Sociolinguistic Competence | Primarily refers to knowledge of how to use language appropriately in social situations |
| Sociocultural Competence | Awareness of the cultural knowledge and assumptions that affect the exchange of meanings and may lead to misunderstandings in intercultural communication |

CF2: Generic Skills

Generic Skills consist of:

1. Communication
2. Entrepreneurship
3. Digital and Numeracy
4. Leadership
5. Creative and Critical Thinking

The integration of the aforesaid generic skills in teaching and learning activities suggested in this framework allows the post-secondary students to be able to develop the skills in order to succeed in new situations, manage and adapt to changes, and flourish in facing the adversity of the ever-changing world of tertiary education and complexity of workplace environment. Table 2 illustrates the focus of the Generic Skills.

Table 2: The Generic Skills

| Generic Skills | Focus |
|--------------------------------|--|
| Communication | <ul style="list-style-type: none"> ▪ Ability to communicate ideas and information effectively and accurately that is appropriate to their field of interest/specialisation, purpose, and audience ▪ Ability to contribute to productive and harmonious relations between individuals |
| Entrepreneurship | <ul style="list-style-type: none"> ▪ Ability to contribute to innovative ideas |
| Digital and Numeracy | <ul style="list-style-type: none"> ▪ Ability to use, interpret and communicate mathematical information to solve real world problems ▪ A range of abilities to use digital devices, communication applications and networks to access and manage information |
| Leadership | <ul style="list-style-type: none"> ▪ Ability to contribute to productive-effective relationships and outcomes ▪ Ability to contribute to long- and short-terms strategic planning |
| Creative and Critical Thinking | <ul style="list-style-type: none"> ▪ Ability to think broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation ▪ Ability to plan their future study or work pathways to link their learning with their personal and/or career goals ▪ Ability to be self-independent in their learning |

CF3: Values and Attitudes

Values and Attitudes which include spiritual, ethics, and humanity aspects are also essential to be inculcated in post-secondary education as illustrated in Table 3. These aspects are in accordance with the aspirations of the National Philosophy of Education to develop responsible and sensible individuals. Through the integration of the above-mentioned aspects in teaching and learning activities, the post-secondary students can develop the following values and attitudes outlined in CF3.

Table 3: Values and Attitudes

| Values and Attitudes | Focus |
|----------------------|--|
| Spiritual | Demonstrate qualities such as self-belief, perseverance, and integrity |
| Ethics | Demonstrate appropriate attitudes of relevant ethics |
| Humanity | Demonstrate sympathy and empathy towards others |

CONTENT AND LEARNING STANDARDS

1.0 LISTENING

The four Content Standards for Listening focus on students' ability to understand standard spoken language, the main ideas of complex text on both concrete and abstract topics as well as to use appropriate listening strategies.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of learning which starts with 1.1.1 and finishes with 1.4.3. Students need to develop these skills simultaneously over the academic year and will learn from opportunities to practise different listening skills in varied sequences in their English lessons.

By the end of Form Six / Matriculation / Bachelor of Education Preparatory Programme (Institute of Teacher Education Malaysia), students can:

| Content Standards | | Learning Standards | |
|-------------------|---|--------------------|---|
| 1.1 | Identify main points and ideas | 1.1.1 | Understand the information content of the majority of recorded or broadcast audio materials on topics of personal interest |
| | | 1.1.2 | Understand recordings in the standard form of the language and identify speaker viewpoints and attitudes as well as the information content |
| | | 1.1.3 | Understand a wide range of recorded and broadcast audio material, and identify finer points of detail including implicit attitudes |
| 1.2 | Listen for specific details and important information | 1.2.1 | Recognise the speaker's point of view and distinguish this from fact and opinion |
| | | 1.2.2 | Understand the speaker's point of view on topics that are of current issues |
| | | 1.2.3 | Follow complex lines of argument in a clearly articulated lecture |

| Content Standards | | Learning Standards |
|-------------------|------------------------------------|---|
| | | 1.2.4 Follow lectures, talks and reports and other forms of academic or professional presentations |
| | | 1.2.5 Follow most lectures, discussions and debates with relative ease |
| 1.3 | Understand and follow instructions | 1.3.1 Understand announcements and messages on concrete and abstract topics |
| | | 1.3.2 Understand complex technical information, such as operating instructions, specifications for familiar products and services |
| 1.4 | Interact with others | 1.4.1 Follow chronological sequence in extended informal speech such as in a story or an anecdote |
| | | 1.4.2 Identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech |
| | | 1.4.3 Easily follow complex interactions in group discussion and debate on abstract, complex and unfamiliar topics |

2.0 SPEAKING

The three Content Standards for Speaking focus on students' ability to interact with a degree of fluency and spontaneity with others and use appropriate communication strategies when speaking alone to a small or large group. Interacting with others means spoken interaction and speaking alone to a group means spoken production.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of learning which starts with 2.1.1 and finishes with 2.3.6. Students need to develop these skills simultaneously over the academic year and will learn from opportunities to practise different listening skills in varied sequences in their English lessons.

By the end of Form Six / Matriculation / Bachelor of Education Preparatory Programme (Institute of Teacher Education Malaysia), students can:

| Content Standards | | Learning Standards | |
|---|-------|--|--|
| 2.1 Exchange personal or factual information | 2.1.1 | Give clear, detailed descriptions on a wide range of subjects related to one's field of interest | |
| | 2.1.2 | Give a clear, detailed description of how to carry out a procedure | |
| | 2.1.3 | Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail | |
| | 2.1.4 | Deliver announcements on most general topics with a degree of clarity, fluency and spontaneity | |
| | 2.1.5 | Communicate detailed information reliably | |
| | 2.1.6 | Describe the personal significance of events and experiences in detail | |

| Content Standards | | Learning Standards |
|-------------------|---|---|
| | | <p>2.1.7 Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience</p> <p>2.1.8 Understand in detail what is said to one in the standard spoken language</p> <p>2.1.9 Convey degrees of emotion and highlight the personal significance of events and experiences</p> <p>2.1.10 Use telecommunications for a variety of personal and professional purposes, provided one can ask for clarification</p> |
| 2.2 | Discuss reasons, preferences and opinions | <p>2.2.1 Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples</p> <p>2.2.2 Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options</p> <p>2.2.3 Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options</p> <p>2.2.4 Summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail</p> <p>2.2.5 Outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches</p> <p>2.2.6 Express one's ideas and opinions with precision, present and respond to complex lines of argument questions</p> |

| Content Standards | | Learning Standards | |
|-------------------|---|--------------------|---|
| 2.3 | Manage and contribute to group discussion | 2.3.1 | Engage in extended conversation on most general topics in a clear and participatory fashion |
| | | 2.3.2 | Participate actively in formal and informal discussion in familiar contexts, commenting and putting point of view clearly |
| | | 2.3.3 | Sustain one's opinions in discussion by providing relevant explanations, arguments and comments |
| | | 2.3.4 | Carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies |
| | | 2.3.5 | Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics |
| | | 2.3.6 | Make critical remarks or express disagreement diplomatically |

3.0 READING

The four Content Standards for Reading focus on students' ability to read different types of texts, identify main ideas and important details, extend thinking through independent reading as well as to use appropriate reading strategies.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of learning which starts with 3.1.1 and finishes with 3.5.4. Students need to develop these skills simultaneously over the academic year and will learn from opportunities to practise different reading skills in varied sequences in their English lessons.

By the end of Form Six / Matriculation / Bachelor of Education Preparatory Programme (Institute of Teacher Education Malaysia), students can:

| Content Standards | | Learning Standards | |
|-------------------|---|--------------------|---|
| 3.1 | Understand main points and ideas | 3.1.1 | Identify the main conclusions in clearly signalled argumentative texts |
| | | 3.1.2 | Read and understand specialised articles outside one's field |
| | | 3.1.3 | Read and identify the content and relevance of news items, articles and reports on a wide range of professional topics |
| | | 3.1.4 | Read and obtain information, ideas and opinions from highly specialised sources within one's field |
| 3.2 | Locate specific details and important information | 3.2.1 | Read correspondence relating to one's interest and understand essential meaning |
| | | 3.2.2 | Read a personal email or posting even where some colloquial language is used |
| | | 3.2.3 | Read and scan through long and complex texts from several sources (news items, articles, reports, websites, books etc.) locating relevant details |

| Content Standards | | Learning Standards |
|-------------------|----------------------------------|--|
| | | <p>3.2.4 Read and understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints</p> <p>3.2.5 Recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships</p> <p>3.2.6 Read and understand implicit as well as explicit attitudes, emotions and opinions in a text</p> |
| 3.3 | Read and understand instructions | <p>3.3.1 Read and understand instructions and procedures in the form of a continuous text, for example in a manual</p> <p>3.3.2 Read and understand lengthy, complex instructions in one's field, including details on conditions and warnings</p> |
| 3.4 | Identify cues and infer | <p>3.4.1 Make basic inferences or predictions about text content from headings, titles or headlines</p> <p>3.4.2 Deduce the probable meaning of unknown words in a written text</p> <p>3.4.3 Identify unfamiliar words from the context on topics related to one's field and interests</p> <p>3.4.4 Extrapolate the meaning of a section of a text by taking into account the text as a whole</p> <p>3.4.5 Exploit different types of connectors and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text</p> |

| Content Standards | | Learning Standards |
|-------------------|-------------------|---|
| | | 3.4.6 Use a variety of strategies to achieve comprehension, including reading for main points; checking comprehension by using contextual clues |
| 3.5 | Read for pleasure | 3.5.1 Read newspaper or magazine accounts of films, books, concerts etc. and understand the main points |
| | | 3.5.2 Read for pleasure, adapting style and speed of reading to different texts (e.g. magazines, novels, biographies, travelogues, guides, lyrics, poems) |
| | | 3.5.3 Read novels or short stories that have a strong, narrative plot and that are written in straightforward language |
| | | 3.5.4 Read contemporary literary texts and non-fiction written in the standard form of the language with appreciation of implicit meanings and ideas |

4.0 WRITING

The three Content Standards for Writing focus on students' ability to communicate meaning and to use appropriate language form and style, produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. This reflects the importance of both fluency and accuracy in writing at the post-secondary level.

The order in which the Content and Learning Standards appear does not reflect a chronological sequence of learning which starts with 4.1.1 and finishes with 4.3.10. Students need to develop these skills simultaneously over the academic year and will learn from opportunities to practise different writing skills in varied sequences in their English lessons.

By the end of Form Six / Matriculation / Institute of Teacher Education Malaysia - Bachelor of Education Preparatory Programme, students can:

| Content Standards | | Learning Standards | |
|-------------------|-------------------------------|--------------------|--|
| 4.1 | Organise content and ideas | 4.1.1 | Write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail |
| | | 4.1.2 | Write a detailed description of a complex process |
| | | 4.1.3 | Evaluate different ideas or solutions to a problem |
| | | 4.1.4 | Synthesise information and arguments from a number of sources |
| | | 4.1.5 | Write a suitable introduction and conclusion to a longer report or article on a complex academic or professional topic provided that the topics is one's field of interest |
| 4.2 | Explain, describe and narrate | 4.2.1 | Write a review of a film, book, or play |
| | | 4.2.2 | Write clear detailed descriptions of real or imaginary events and experiences on a variety of subjects |

| Content Standards | | Learning Standards | |
|-------------------|--|--------------------|--|
| 4.3 | Write for interaction | 4.2.3 | Write a detailed critical review of cultural events or literary works |
| | | 4.3.1 | Post online accounts of social events, experiences and activities and sharing personal feelings |
| | | 4.3.2 | Write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views |
| | | 4.3.3 | Write non-routine professional letters using appropriate structure and conventions |
| | | 4.3.4 | Use idiomatic expressions and colloquialisms in correspondence and other written communications |
| | | 4.3.5 | Write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions |
| | | 4.3.6 | Take or leave complex personal or professional messages |
| | | 4.3.7 | State and respond to opinions on topics of interest in an online discussion |
| | | 4.3.8 | Write informal correspondence using the language fluently and effectively to give detailed descriptions of experiences, pose sympathetic questions and follow up issues of mutual interest |
| | | 4.3.9 | Write personal and professional letters and emails using appropriate formality and conventions |
| 4.3.10 | Write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence with good expression and accuracy | | |

CLOSURE

Curriculum is dynamic and constantly changing according to the time progression. There are several factors that influence curriculum development such as new prospects, in which the Curriculum offers development in human resources through exploration and mastery of the latest knowledge and skills as well as values of life that ensure the well-being of individuals and the public. The curriculum should be balanced in academic and non-academic terms, knowledge, theory and application in life and workplace, flexible according to students' abilities and capabilities as well as meeting the needs and development of time. The curriculum, which offers knowledge and skills that are marketable and value-added, is in line with the goal of providing people with the skills to cope with the changing industrialised countries and market economies.

The curriculum should take into account the importance of improving the quality of teaching and learning processes, an interesting learning environment, learning facilities and the quality of teacher education. In addition, a curriculum which emphasises the field of science and technology could realise Malaysia's goals as a developed nation based on high technology. Continuance of Education Curriculum planning is made in the context of the whole so that a structured, robust and quality curriculum can be formulated.

The purpose of this document is to provide teachers with support and information on planning, creating and delivering their lessons throughout the year. Teachers will need to refer to this document when creating, planning and delivering their lessons.

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