Toolkit for
the Highly Immersive Programme

Version 1.0

2016 – 2018

PREAMBLE

This Highly Immersive Programme (HIP) Toolkit has been designed to support the creation of a highly immersive English language environment in schools that will enhance students learning and use of the English Language. The toolkit has been designed with the involvement of teachers, administrators, ELT experts and school leaders.

The HIP Toolkit provides an overview of the programme and its relation to the Malaysia Education Blueprint. Four **fundamental factors** that ensure the success and sustainability of HIP in schools are described. These fundamental factors emphasize on the role of the whole school approach taken in this programme. A **school-based self-assessment tool** is also included in this toolkit to help schools continuously evaluate their progress and identify areas that they would like to focus on in creating an immersive environment in the school. A **guidebook** comprising a menu of activities for in-class, out-of-class, extra class and outreach components is also made available to help schools create an immersive environment in English language teaching and learning. Each activity in the guidebook is outlined in detail with easy-to-follow instructions. The activities are existing examples obtained from schools throughout the country from both rural and urban schools. These activities may be customized or adapted by the schools to meet their needs and their students' varying abilities. The guidebook also includes relevant circulars and guidelines on HIP implementation in schools.

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OVERVIEW OF THE HIGHLY IMMERSIVE PROGRAMME (HIP)

The Highly Immersive Programme (HIP) is a programme introduced under the MBMMBI policy that will improve the English proficiency of students through increased exposure to English. It also aims to inculcate positive behaviours towards the learning and usage of the English language. HIP is aligned with student aspirations highlighted in the Malaysia Education Blueprint (MEB) 2013-2025 and supports five shifts of the MEB as follows:

1. Provide equal access to quality education of an international standard.
2. Ensure every child is proficient in Bahasa Malaysia and English Language and is encouraged to learn an additional language.
3. Develop values-driven Malaysians.
4. Establish partnership with parents, community and private sector.
5. Empower JPNs, PPDs and schools to customize solutions based on needs.

HIP is not a new programme since it reinforces the 1999 circular (Pekeliling Aktiviti Sokongan Bahasa Inggeris di Sekolah 1999) which states that all schools should organise English language support activities for students to increase their exposure time to the language. HIP complements the National Education Philosophy which asserts that;

"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 high levels of personal wellbeing as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large."

(The National Education Philosophy, 1996)

In accordance to the National Education Philosophy (1996), education in Malaysia aims at producing learners who are holistic and competitive in the 21st century. This requires creating individuals who are equipped to meet the demands of the globalised economy where English is used as the international means of communication. In order to ensure that every individual is competent in the use of English, there is a need to initiate a highly immersive English-rich environment in schools. In ensuring better pupils' outcomes, partnership between schools, parents and communities are equally crucial in accelerating English proficiency amongst Malaysian pupils. Evidently, partnerships between parents and communities have proven to elevate the development of English proficiency beyond the school environment.

HIP allows a highly immersive language-rich environment to be developed for the pupils. In such an environment, pupils are deliberately and recurrently exposed to the English language through a variety of activities of high-quality linguistic input both within and beyond the classroom (Bunce, 1995). HIP also aims to engage and empower School Heads, teachers, pupils, parents and communities to emulate codified best practices in enhancing English proficiency and to scale up and escalate these practices via sharing, learning and support. The outcomes targeted by HIP for all schools and pupils include increased self-assessed levels of English immersion of schools, positive acceptance towards the importance of learning and mastering English and increased overall proficiency of the English Language.

HIP is based on a whole school approach, which involves school heads, teachers, students, parents and community. The approach is to empower schools, by the schools and for the schools. Schools will be provided with a toolkit to guide them towards a more purposeful planning of activities, based on their local context and capabilities. A support mechanism is also emplaced at district, state and national level to encourage schools to share, learn and support each other on the implementation of HIP activities.

THE FUNDAMENTAL FACTORS

The success of the Highly Immersive Programme (HIP) largely depends on the combination of four fundamental factors below:

- School Head
- Teachers
- Students
- Parents and Community

The above factors are highlighted based on evidenced practices in model schools that have succeeded in developing a highly immersive environment for English language learning for its pupils. Each factor plays a critical and supportive role in the learning process of pupils and is crucial to the improvement of pupils' learning outcomes. The roles of each factor above are described as below.

School Head

The School Head acts as an **anchor** leading the school in actively creating a Highly Immersive English Language environment. The school head is both a leader and constant motivator who takes responsibility for the English language performance in the school. The school Head strategically plans for the implementation and sustainability of language programmes within the school and ensures that these English Language programmes are organised effectively in order to make an impact on student outcomes in a positive manner. The School Head also creates a communication network with parents and community, by getting them to contribute towards the successful organizing of relevant language programmes within the school.

Teachers

The English Language teacher plays a vital role in the implementation of all English Language programmes within the school. The teacher supports the school head in creating a bilingual rich environment. The teacher acts as an excellent role model of language use and builds an immersive English environment for pupils by constantly and systematically exposing them to English language use and activities both in and outside the language classroom. The English teacher conducts effective teaching and learning by adopting best practices based on the needs of students. Teachers of other subjects are equal key-players in organizing and implementing English programmes, events and activities within and outside the school. They assist in creating tools and aids required for the effective implementation of ELT activities.

Students

The student is the main beneficiary of the programme. His or her role is to take charge of his/her personal learning process and development. The student develops a sense of ownership in the learning of English through volunteerism and active participation in English language activities organised by the school. This attribute will enable the student to build confidence and motivation in the language use, leading to enhanced language proficiency in the long run. The student will constantly seek support from teachers, parents and community in achieving the above goals. The student provides feedback to ensure continuous improvement of HIP in school.

Parents and Community

Parents and Community play the role of **supporters** who contribute in creating an English environment. Their expertise and continuous support are sought after to ensure the effectiveness and the sustainability of the programme. They work hand-in-hand with the school heads and the teachers in support of all English language activities organised by the school.

THE SELF-ASSESSMENT TOOL

The self-assessment tool for the Highly Immersive Programme (HIP) allows schools to reflect on their immersive levels in English. The assessment tool is to be administered three times in the same year. It is first administered in the beginning of the HIP programme in February to establish the current level of immersion that a school has. It is then re-administered in the middle of the year and at the end of year to determine the progress the school has achieved in level compared to the school's beginning level (November) of immersion. Respondents are encouraged to express their honest views when responding to the items within the tool.

The self-assessment tool is rated on a point Likert scale with the following values:

1. Not at all
2. Seldom
3. Sometimes
4. Often
5. Very Often

The self-assessment tool is to be completed by the following groups of people within the school:

i.   The School Head
ii.   Minimum five (5) teachers to a maximum of 15 teachers
        Note: selection of teachers should be from different subject areas.
iii.   Minimum five (5) students to a maximum of 15 students
        Note: Selection of students should include those who are able to understand and answer the items given.
iv.   Minimum five (5) parents/school community to a maximum of 15 parents/school community

Sections of the tool

- The section for the School Head consists of four (4) constructs labelled C1, C2, C3, C4
- The section for the school teachers consist of three (3) constructs labelled C1, C2, C3
- The section for students consist of three (3) constructs labelled C1, C2, C3
- The section for parents and community consist of three (3) constructs labelled C1, C2, C3

Respondents are to answer all constructs within their section.

How to use the self-assessment tool

i. Make enough copies of the self-assessment tool. Where possible use different coloured papers for the different groups of respondents.
ii. Fix an appropriate venue, date and time for all respondents **(school head, teachers, students and parents/school community**) to complete the self-assessment tool.
iii. Make sure that each item in the assessment tool is answered.
iv. The whole process of answering the assessment tool should take around **40 minutes**.
v. School Head will ensure that the different groups of respondents completing the assessment tool do not discuss their responses.
vi. Once completed the assessment tool is collected by an officer in charge of HIP within the school.
vii. The school then analyses the assessment tool as briefed during the orientation workshop for HIP.

The Analysis Guide

Use the following guidelines when analyzing the assessment tool:

i. Calculate the total score of each construct (D) based on the sample provided below.

0	Statement *Pernyataan*	Not at all *Tiada* 0	Seldom *Jarang* 1	Sometimes *Kadang-Kadang* 2	Often *Kerap* 3	Very Often *Sangat Kerap* 4
	Rate the statement below on scale 0 - 4 *Tanda pada skala 0 - 4 berdasarkan pernyataan dibawah*					
C1: Create an English Environment/*Mewujudkan Persekitaran Bahasa Inggeris*						
	I talk to *Saya bercakap dengan*					
1	a. my teachers in English. *a. guru-guru dalam bahasa Inggeris.*			/		
2	b. my students in English. *b. murid-murid dalam bahasa Inggeris.*		/			
3	c. the parents in English. *c. ibu bapa dalam bahasa Inggeris.*		/			
4	d. other people around me in English. *d. orang lain dalam bahasa Inggeris.*		/			
5	I speak in English during school events. *Saya bercakap dalam bahasa Inggeris semasa program sekolah.*	/				
6	I encourage teachers to try out creative ways in initiating programmes using English in school. *Saya menggalakkan guru-guru untuk mencuba cara yang kreatif dalam menjalankan program-program menggunakan bahasa Inggeris di sekolah.*			/		
	C1 Score/*Skor C1*	**0**	**3**	**4**		
	Total C1 Score/*Jumlah Skor C1*	7/24				

ii. Repeat the procedure for the other constructs within the instrument.
iii. Total the scores from each construct to get an overall score for each respondent.
iv. Then calculate the total and mean score for each group of people (teachers, students, parents and community).

v. Add the score from the school head and mean scores of teachers, students and parents to get a total score for the whole school.

The sample below shows the calculation of total and mean scores from a school.

School A

School Head	Construct 1 (24 marks)	Construct 2 (24 marks)	Construct 3 (16 marks)	Construct 4 (16 marks)	Total marks (80 marks)
	7	8	6	2	**23/80**

Teachers	Construct 1 (28 marks)	Construct 2 (24 marks)	Construct 3 (28 marks)	Total marks (80 marks)
Teacher 1	20	21	21	62/80
Teacher 2	22	22	21	65/80
Teacher 3	20	18	18	56/80
Teacher 4	18	17	17	52/80
Teacher 5	21	20	17	58/80
				293
			Mean score	293÷5=58.6 **58.6/80**

Students	Construct 1 (44 marks)	Construct 2 (16 marks)	Construct 3 (20 marks)	Total marks (80 marks)
Student 1	16	0	13	31
Student 2	23	12	11	46
Student 3	15	7	22	33
Student 4	12	4	9	25
Student 5	21	11	18	50
				185
			Mean score	185÷5= **37/80**

Parents	Construct 1 (44 marks)	Construct 2 (16 marks)	Construct 3 (20 marks)	Total marks (80 marks)
Parent 1	20	0	9	29
Parent 2	16	0	9	25
Parent 3	3	0	3	6
Parent 4	11	0	3	14
Parent 5	10	0	3	13
				87
			Mean score	87÷5=17.4 **17.4/80**

Groups	Mean score
School head (note: school head puts in total score)	23
Teachers	58.6
Students	37
Parents	17.4
Total school score	**136/320**
Level of immersiveness	**Level 2**

vi.   Use the total school score to identify the level of immersiveness that the school has achieved. The following descriptions help the school identify its level of immersiveness.

Descriptions for Levels of Immersion:

Level of Immersiveness	Total score	Description
4	241-320	The school community as a whole engages the students in a highly meaningful and English immersive environment. Students are provided with highly challenging and enjoyable learning experiences. All students have the opportunity to participate in English language activities both in and out of class. The school head is actively creating an immersive English environment, is a constant motivator and ensures sustainability of ELT activities. Teachers are frequently and systematically exposing students to English language learning activities both in and out of class. This is by creating varied enrichment and remedial activities that are used to address the diverse abilities and strengthen students' confidence in using English. Teachers are excellent role models of language use. The school actively engages in outreach activities through alumni, engagement with ELT experts from higher learning institutions and corporate bodies. Parents' involvement is seen clearly in planning, organising and supporting the school in ELT activities.
3	161-240	The school community as a whole engages the students in a good and meaningful English immersive environment. Students are provided with some challenging and enjoyable learning experiences. A large number of students have the opportunity to participate in English language activities both in and out of class. The school head manages to create an immersive English environment. There is evidence of the sustainability of some ELT activities. Teachers manage to expose students to English language learning activities both in and out of class; however this may not be varied in terms of enrichment and remedial activities. The activities used are only sometimes able to strengthen students' confidence in using English occasionally. Teachers and students do not communicate in English frequently. There is some evidence of the school's engagement in in outreach activities through alumni, engagement with ELT experts from higher learning institutions and

Level of Immersiveness	Total score	Description
		corporate bodies. Parents' involvement is sometimes seen in supporting the school in ELT activities.
2	81-160	The school community as a whole tries to engage the students in an English environment but may not be consistent. Students are provided with some English language activities but these may not be challenging and may not create enjoyable learning experiences. Few students have the opportunity to participate in English language activities both in and out of class. The school head attempts to create an English environment with minimal success. Activities in English are carried out but there is little evidence of their sustainability. Teachers attempt to expose students to English language learning activities both in and out of class, however they lack the knowledge on how to organise the activities to improve student outcomes. The activities used do not always strengthen students' confidence in using English. Teachers and students communicate minimally in English. There is evidence of the school's engagement in outreach activities but with a limited scope (involving only one party). Parents' involvement is not frequent in supporting the school in ELT activities.
1	0-80	The school community as a whole lacks the development of an English environment. School provides very little or no challenging and enjoyable learning experiences to students. Students have little or no opportunity for extensive participation in English language activities both in and out of class. The school head is hardly involved in English language activities and is not actively creating an immersive English environment. School head plays minimal role as a motivator for ELT activities. Most English activities conducted in the school are one off and do not show evidence of sustainability. There is a lack of frequent and systematic exposure for students to use the English language in and out of class. There is also a lack of awareness of students' diverse abilities and students' confidence in using English. There is hardly evidence of enrichment and remedial activities to address student participation in English language use. The school lacks active engagement in outreach activities through its alumni, engagement with ELT experts from higher learning institutions and corporate bodies. Parents' involvement is hardly or not seen at all in planning, organising and supporting the school in ELT activities.

vii. Once a school has identified its level of immersiveness, the school community (school head, teachers, students and parents/school community) sits together to devise a strategic plan on how the level of immersiveness in English can be raised for the school.

viii. The school relooks the results of the various sections of the assessment tool and through discussion identifies areas that require most immediate attention. Use the template below for the purpose of identifying areas for improvement.

	Create an English environment	Be a leader and motivator	Ensure sustainability	Parental and community involvement	Confidence in language use	Involvement in self development and studies	Encourage learning using English	Parental support and assistance
School Head								
Teachers								
Students								
Parents								

Sample areas identified by a school

	Create an English environment	Be a leader and motivator	Ensure sustainability	Parental and community involvement	Confidence in language use	Involvement in self development and studies	Encourage learning using English	Parental support and assistance
School Head	🟥	🟥	🟥	🟥				
Teachers		🟥					🟥	
Students					🟥	🟥		
Parents				🟥				🟥

- ix. Once the school has identified the area that requires attention, the school then develops a strategic plan as shown in the sample below. The school then carries out the plan and monitors its progress.
- x. The school is required to fill in a reporting template to record its students' performance. The reporting template will be provided online by the State Language Officer. A sample of this reporting template is provided below. For states without easy access to the online platform, an offline copy of the reporting template will be provided by the State Language Officer.

SAMPLE OF STRATEGIC PLAN

Pelan Strategik			
Bil	**Matlamat**	**Objektif**	**KPI**
1	Menubuhkan sudut bacaan Bahasa Inggeris	Meningkatkan motivasi pelajar terhadap BI Pendedahan bahan BI kepada murid kepada bI	Peratus penglibatan murid

Pelan Taktikal				
Bil	Langkah	Tanggungjawab	Tempoh mula	Tempoh akhir
1	Mengenalpasti sudut bacaan	Guru Bahasa Inggeris	1 Feb 2016	31 Feb 2106
2	Menyediakan sudut bacaan			
3	Menyediakan bahan bacaan			
4	Menyediakan jadual pelaksanaan			
5				
6				

Pelan Operasi

Nama projek	
Objektif	
Tarikh dan tempoh pelaksanaan	
Sasaran	
Bil murid	

Langkah	Proses Kerja	Tanggungjawab	Tempoh	Status Semak

REPORTING TEMPLATE

School Name:

PPD:

State:

Student Enrolment:

Activity	Objectives	Students Involvement Total of %	Issues	Success Stories	Level of Immersiveness

The HIP GUIDE BOOK

The HIP Guide Book provides suggestions and assists school heads, teachers, students, parents and community to implement activities that could create a highly immersive environment for English language.

The Guide Book is a compilation of hands-on activities that schools can adapt and adopt to enhance English language proficiency. It consists of four categories of activities that can be used both in and out of class, during extra class and for outreach programmes. The activities in the toolkit are developed based on parameters such as cost required for each activity, ease of implementation and other requirements of the particular activity. Schools can refer to these parameters and select activities that are more suited to their current level of readiness and resources.

In-Class Activities

The aim of in-class activities is to enhance the pupils' engagement during English language lessons. A repertoire of best practices fun learning activities have been documented to support a non-threatening environment for pupils to use English creatively during lessons. This will boost pupils' confidence and motivation in using English.

Out-of-Class Activities

The out-of-class activities are aimed to maximise the acquisition of English language through the creation of an immersive English language environment outside the classroom. The activities should be carried out in a fun learning environment that builds the confidence level of students to use the language more frequently. This will create a positive behavioural change in the school towards learning English. The out-of-class activities encourage active participation from the community and parents.
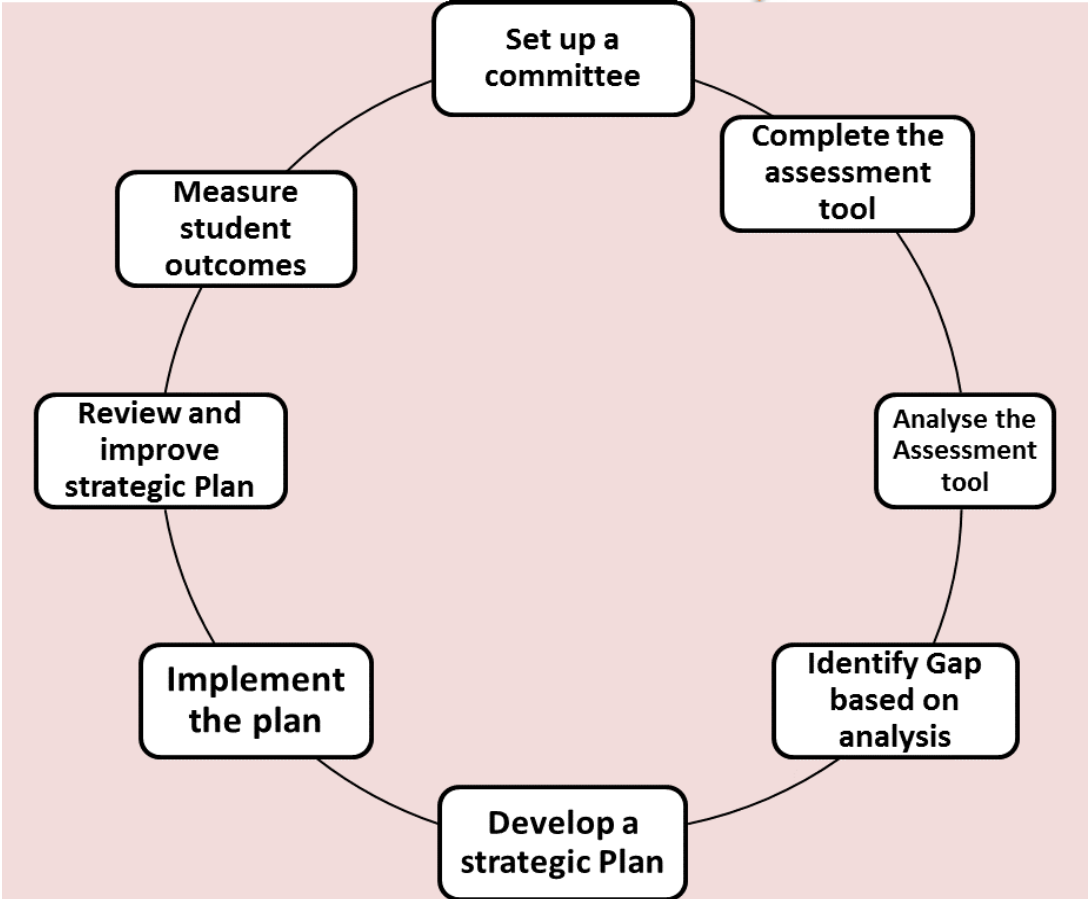
Extra Class

The suggested activities for extra classes are geared towards providing remedial as well as enrichment activities that cater to the individual needs of pupils to attain a better level of proficiency. The extra class activities aim to put in place a support mechanism such as peer learning and greater involvement from parents and community.

Outreach Programmes

The outreach programmes aim to increase English immersion in schools through community outreach and various collaborations. These programmes require the development of strong linkages between the schools and other stakeholders such as universities, non-governmental organisations and corporate bodies. These stakeholders assist schools in implementing HIP activities in terms of finance, expertise and sponsorship.

HIP IMPLEMENTATION CYCLE

1. School Head
2. Teachers
3. Students
4. Parents and Community

Set up a committee

Complete the assessment tool

Measure student outcomes

Analyse the Assessment tool

Review and improve strategic Plan

Identify Gap based on analysis

Implement the plan

Develop a strategic Plan

Refer to the HIP Guidebook

APPENDICES

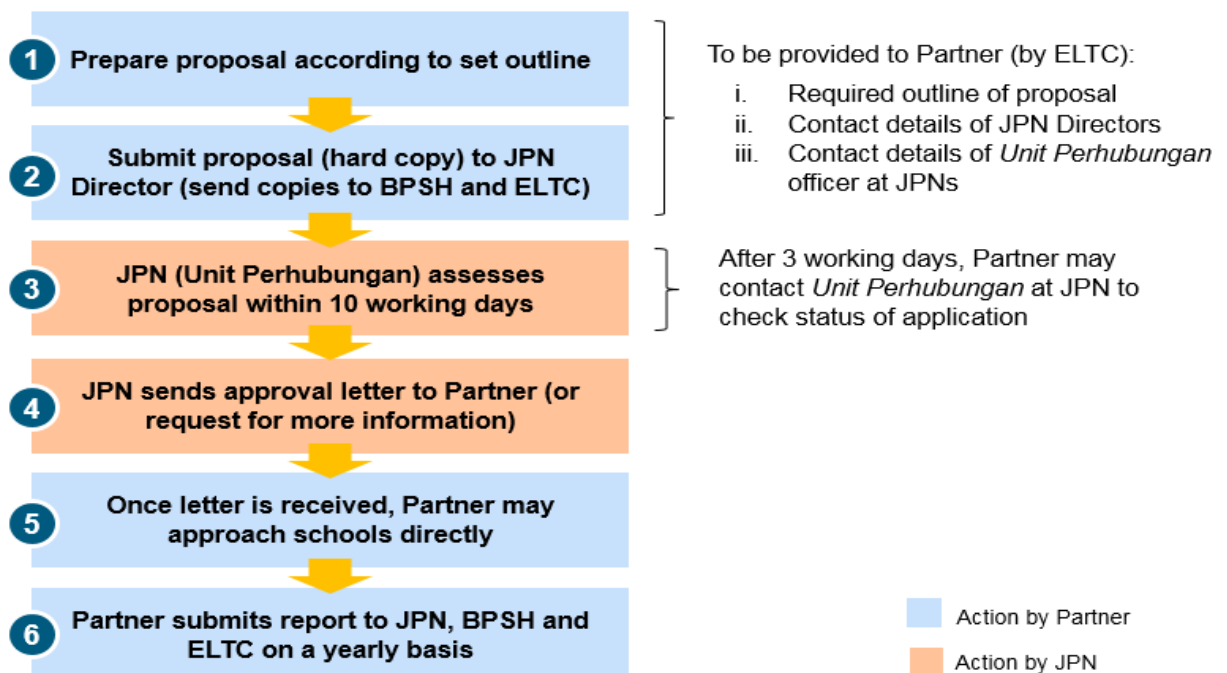## Three (3) Broad Groups of Partners

1 Parents and Community

2 Institutions of Higher Learning

3 Corporates and NGOs

Model 2: Process flow for Partners to implement in-school activities (PPP)

1 Prepare proposal according to set outline

2 Submit proposal (hard copy) to JPN Director (send copies to BPSH and ELTC)

3 JPN (Unit Perhubungan) assesses proposal within 10 working days

4 JPN sends approval letter to Partner (or request for more information)

5 Once letter is received, Partner may approach schools directly

6 Partner submits report to JPN, BPSH and ELTC on a yearly basis

To be provided to Partner (by ELTC):
i. Required outline of proposal
ii. Contact details of JPN Directors
iii. Contact details of *Unit Perhubungan* officer at JPNs

After 3 working days, Partner may contact *Unit Perhubungan* at JPN to check status of application

Action by Partner
Action by JPN

HIGHLY IMMERSIVE PROGRAMME (HIP)

HIP aims to engage and empower principals, teachers, students as well as parents and the surrounding community to create a highly immersive English environment in all primary and secondary schools in the country. The Ministry of Education has come up with a toolkit from which you can choose a variety of activities to assist your school in increasing its English language immersion level and thus by definition improve student outcomes in general. To assist you in choosing the relevant activities from the toolkit, we have provided you with a self-reflective instrument which is to be administered to the School Head, teachers, selected students, their parents and the community.

The Questionnaire

The purpose of this questionnaire is to allow the school community to reflect on the level of English immersion within the
school.

It is estimated that the questionnaires will take no more than thirty minutes of your time. You are urged to give their true and honest views and opinions on the level of English immersion in your school. Your participation is much appreciated."

THE SCHOOL HEAD

Statement *Pernyataan*	Not at all *Tiada* 0	Seldom *Jarang* 1	Sometimes *Kadang-Kadang* 2	Often *Kerap* 3	Very Often *Sangat Kerap* 4
Rate the statement below on scale 0 - 4 *Tanda pada skala 0 - 4 berdasarkan pernyataan dibawah*					
C1: Create an English Environment/*Mewujudkan Persekitaran Bahasa Inggeris*					
I talk to *Saya bercakap dengan*					
1 a. my teachers in English. *a. guru-guru dalam bahasa Inggeris.*					
2 b. my students in English. *b. murid-murid dalam bahasa Inggeris.*					
3 c. the parents in English. *c. ibu bapa dalam bahasa Inggeris.*					
4 d. other people around me in English. *d. orang lain dalam bahasa Inggeris.*					
5 I speak in English during school events. *Saya bercakap dalam bahasa Inggeris semasa program sekolah.*					
6 I encourage teachers to try out creative ways in initiating programmes using English in school. *Saya menggalakkan guru-guru untuk mencuba cara yang kreatif dalam menjalankan program-program menggunakan bahasa Inggeris di sekolah.*					
C1 Score/*Skor C1*					
Total C1 Score/*Jumlah Skor C1*	/24				
C2: Be a Leader and Constant Motivator/*Menjadi Pemimpin dan Penggalak yang Berterusan*					
1 I see myself as a role model in promoting English activities. *Saya melihat diri saya sebagai model contoh dalam mempromosi aktiviti-aktiviti bahasa Inggeris.*					
2 I constantly try to improve my command of English. *Saya secara konsisten cuba untuk memperbaiki penguasaan bahasa Inggeris saya.*					
3 I encourage all teachers and staff to use English in school. *Saya menggalakkan semua guru dan kakitangan menggunakan bahasa Inggeris di sekolah.*					
4 I encourage my students to use English in school. *Saya menggalakkan para murid saya menggunakan bahasa Inggeris di sekolah.*					
5 I want my school to have a rich English environment. *Saya mahu sekolah mempunyai persekitaran sekolah yang kaya dengan bahasa Inggeris.*					
6 I promote the importance of English in the 21st Century to my teachers and students. *Saya mempromosi kepentingan bahasa Inggeris Abad ke 21 kepada guru-guru dan murid-murid saya.*					
C2 Score/*Skor C2*					
Total C2 Score/*Jumlah Skor C2*	24-Jul				
C3: Ensure Sustainability/*Memastikan Kelestarian*					
1 I ensure my senior assistants and teachers are committed in implementing English activities. *Saya memastikan para guru penolong kanan dan guru-guru komited dalam melaksanakan aktiviti-aktiviti dalam bahasa Inggeris.*					
2 I allocate sufficient funds to promote English in school through materials such as posters, signages, newpapers and others. *Saya mengagihkan sumbangan yang mencukupi untuk mempromosi bahasa Inggeris di sekolah melalui bahan-bahan seperti poster, tanda-tanda arah, suratkhabar dan lain-lain.*					
3 My school has various facilities that support the learning of English. *Sekolah saya mempunyai pelbagai kemudahan yang menyokong pembelajaran bahasa Inggeris.*					
4 I ensure that my teachers use the facilities to support the teaching & learning of English. *Saya memastikan guru-guru menggunakan kemudahan-kemudahan untuk menyokong pengajaran dan pembelajaran bahasa Inggeris.*					
C3 Score/*Skor C3*					
Total C3 Score/*Jumlah Skor C3*	/16				
C4: Involve Parents and Community /*Penglibatan Ibu bapa dan Masyarakat*					
1 I encourage parents to use English at home. *Saya menggalakkan ibu bapa menggunakan bahasa Inggeris di rumah.*					
2 I encourage parents and the community to organise English activities in school. *Saya menggalakkan ibu bapa dan masyarakat menganjurkan aktiviti-aktiviti di sekolah.*					
3 I encourage parents and the community to participate in English activities in school. *Saya menggalakkan ibu bapa dan masyarakat mengambil bahagian dalam aktiviti-aktiviti bahasa Inggeris di sekolah.*					
4 I welcome contributions from the PTA and the private sector to assist in the implementation of English activities. *Saya mengalu-alukan sumbangan daripada PIBG dan sektor swasta untuk membantu dalam pelaksanaan aktiviti-aktiviti bahasa Inggeris.*					
C4 Score/*Skor C4*					
Total C4 Score/*Jumlah Skor C4*	/16				
Overall Total Score ***Jumlah Skor Keseluruhan***	/80				

TEACHERS

Statement / *Pernyataan*	Not at all *Tiada* 0	Seldom *Jarang* 1	Sometimes *Kadang-kadang* 2	Often *Kerap* 3	Very Often *Sangat Kerap* 4
Rate the statement below on scale 0 - 4 / *Tanda pada skala 0 - 4 berdasarkan pernyataan dibawah*					
C1: Create an English Environment/*Mewujudkan Persekitaran Bahasa Inggeris*					
1 My School Head and senior assistants promote English activities. *Pemimpin sekolah dan Guru Penolong Kanan sekolah saya mempromosikan aktiviti bahasa Inggeris.*					
2 My School Head and senior assistants speak in English during school events. *Pemimpin sekolah dan Guru Penolong Kanan sekolah saya bertutur dalam bahasa Inggeris semasa pelaksanaan aktiviti sekolah.*					
3 I speak in English during school events. *Saya bertutur dalam bahasa Inggeris semasa pelaksanaan aktiviti sekolah.*					
4 My School Head allocates sufficient funds to promote English in the school through materials such as posters, signages and newspapers and others. *Pemimpin sekolah saya mengagihkan dana yang mencukupi untuk mempromosikan bahasa Inggeris di sekolah melalui bahan seperti poster, papan tanda, surat khabar dan lain-lain*					
5 My school has facilities that support the learning of English. *Sekolah saya mempunyai kemudahan yang menyokong pembelajaran bahasa Inggeris.*					
6 I use the facilities to support the learning of English. *Saya menggunakan kemudahan tersebut untuk menyokong pembelajaran bahasa Inggeris.*					
7 I want my school to have a rich English environment. *Saya hendak sekolah saya mempunyai persekitaran bahasa Inggeris yang kaya.*					
C1 Score/*Skor C1*					
Total C1 Score/*Jumlah Skor C1*			/ 28		
C2: Be a Leader and Constant Motivator/*Menjadi Pemimpin dan Pengerak yang Berterusan*					
1 I see myself as a role model in promoting English activities. *Saya melihat diri saya sebagai model contoh dalam mempromosi bahasa Inggeris.*					
2 I constantly try to improve my command of English. *Saya selalu cuba untuk memperbaiki penguasaan bahasa Inggeris saya.*					
3 I promote the importance of English in the 21st Century to my colleagues, students and parents. *Saya mempromosi kepentingan bahasa Inggeris untuk abad ke 21 kepada guru-guru, murid-murid saya dan ibu bapa mereka.*					
4 I constantly encourage my students to use English in school. *Saya selalu menggalakkan murid saya menggunakan bahasa Inggeris di sekolah.*					
5 I encourage my colleagues to use English during school events and other activities. *Saya menggalakkan semua guru dan kakitangan sekolah menggunakan bahasa Inggeris semasa pelaksanaan aktiviti di sekolah.*					
6 I encourage the non-academic staff in my school to communicate in English. *Saya menggalakkan kakitangan bukan akademik sekolah berkomunikasi dalam bahasa Inggeris.*					
C2 Score/*Skor C2*					
Total C2 Score/*Jumlah Skor C2*			/24		
C3: Encourage Learning Using English/*Menggalakkan penggunaan Bahasa Inggeris dalam PdP*					
1 I encourage my students to use creative ways to learn English. *Saya menggalakkan murid saya menggunakan cara-cara yang kreatif untuk mempelajari bahasa Inggeris.*					
2 I am motivated to try out creative ways in the teaching and learning of English. *Saya bermotivasi untuk mencuba cara-cara yang kreatif dalam pengajaran dan pembelajaran bahasa Inggeris.*					
3 I constantly organise English Programmes. *Saya sentiasa mengurus program bahasa Inggeris.*					
4 I assist in implementing English Programmes. *Saya sentiasa membantu melaksanakan program bahasa Inggeris.*					
5 I encourage parents to provide opportunities (through materials and television) for exposure to English Language at home. *Saya menggalakkan ibu bapa menyediakan peluang (menerusi bahan dan televisyen) bagi pendedahan bahasa Inggeris untuk anak mereka di rumah.*					
6 I welcome parents and the community to organise and participate in English activities in school. *Saya mengalu-alukan ibu bapa dan ahli komuniti menganjur dan mengambil bahagian dalam aktiviti bahasa Inggeris di sekolah.*					
7 PTA and the private sector contribute (funds/participation) during English activities. *PIBG dan sektor swasta memberi sumbangan (kewangan/tenaga) semasa pelaksanaan aktiviti bahasa Inggeris.*					
C3 Score/*Skor C3*					
Total C3 Score/*Jumlah Skor C3*			/28		
Overall Total Score / *Jumlah Skor Keseluruhan*			/80		

STUDENTS

Statement / *Pernyataan*	Not at all Tiada 0	Seldom *Jarang* 1	Sometimes *Kadang-kadang* 2	Often *Kerap* 3	Very Often *Sangat Kerap* 4
Rate the statement below on scale 0 - 4 / *Tanda pada skala 0 - 4 berdasarkan pernyataan dibawah*					
C1: Create an English Environment/*Mewujudkan Persekitaran Bahasa Inggeris*					
I speak in English / *Saya bercakap dalam bahasa Inggeris*					
1 a. in class / a. *dalam bilik darjah*					
2 b. out of class / b. *di luar bilik darjah*					
I speak in English with / *Saya bercakap dalam bahasa Inggeris dengan*					
3 a. friends / a. *kawan-kawan*					
4 b. teachers / b. *guru*					
5 c. parents / c. *ibu bapa*					
6 d. other people around me / d. *orang lain*					
7 I encourage my friends to speak English. / *Saya menggalakkan kawan-kawan saya bercakap dalam bahasa Inggeris.*					
I carry out English activities with / *Saya melaksanakan aktiviti bahasa Inggeris dengan*					
8 a. friends / a. *kawan-kawan*					
9 b. teachers / b. *guru*					
10 c. parents / c. *ibu bapa*					
11 d. other people around me / d. *orang lain*					
C1 Score/*Skor C1*					
Total C1 Score/*Jumlah Skor C1*			/ 44		
C2: Build Confidence to Use English/*Membina Keyakinan untuk Menggunakan Bahasa Inggeris*					
1 I take part in English activities in my school. / *Saya mengambil bahagian dalam aktiviti bahasa Inggeris di sekolah.*					
2 I take part in English competitions. / *Saya mengambil bahagian dalam pertandingan bahasa Inggeris.*					
3 I am interested to take part in English language activities in the school. / *Saya berminat mengambil bahagian dalam akitiviti bahasa Inggeris di sekolah.*					
4 I am interested to take part in English language competitions. / *Saya berminat mengambil bahagian dalam pertandingan bahasa Inggeris.*					
C2 Score/*Skor C2*					
Total C2 Score/*Jumlah Skor C2*			/16		
C3: Involvement in Self Development and Studies/*Penglibatan dalam Pembangunan Kendiri dan Pembelajaran*					
To improve my English / *Bagi memperbaiki tahap bahasa Inggeris*					
1 a. I listen to English songs. / a. *Saya mendengar lagu bahasa Inggeris.*					
2 b. I read English books/comics. / b. *Saya membaca buku/komik dalam bahasa Inggeris.*					
3 c. I watch English movies/cartoons/videos / c. *Saya menonton filem/kartun/video bahasa Inggeris.*					
4 d. I use social media (Facebook, WhatsApp, Blog, Twitter, Instagram) / d. *Saya menggunakan media sosial (Facebook, WhatsApp, Blog, Twitter, Instagram)*					
5 I teach my friends to learn English. / *Saya mengajar kawan-kawan saya berbahasa Inggeris.*					
C3 Score/*Skor C3*					
Total C3 Score/*Jumlah Skor C3*			/20		
Overall Total Score / *Jumlah Skor Keseluruhan*			/80		

10

PARENTS & COMMUNITY

Statement *Pernyataan*	Not at all *Tiada* 0	Seldom *Jarang* 1	Sometimes *Kadang-kadang* 2	Often *Kerap* 3	Very Often *Sangat Kerap* 4
Rate the statement below on scale 0 - 4 *Tanda pada skala 0 - 4 berdasarkan pernyataan dibawah*					
C1: Create an English Environment/***Mewujudkan Persekitaran Bahasa Inggeris***					
1 I see myself as a role model in promoting English at home. *Saya lihat diri saya sebagai contoh dalam mempromosi bahasa Inggeris di rumah.*					
2 I constantly try to improve my command of English. *Saya sentiasa mempertingkatkan penguasaan bahasa Inggeris saya.*					
3 I speak to my children in English. *Saya bertutur dalam bahasa Inggeris dengan anak-anak saya.*					
4 I speak to teachers in English. *Saya bertutur dalam bahasa Inggeris dengan guru-guru.*					
5 I am confident in using English. *Saya yakin dalam menggunakan bahasa Inggeris.*					
6 I promote the importance of English to my children. *Saya menguar-uarkan kepentingan bahasa Inggeris kepada anak-anak saya.*					
I am encouraged to participate in English programmes in school by assisting the: *Saya bersemangat untuk menyertai program bahasa Inggeris di sekolah dengan membantu*					
7 a. School head *a. Pentadbiran sekolah*					
8 b. teachers *b. guru-guru*					
9 c. Parent Teacher Association (PTA) *c. Persatuan Ibu bapa dan Guru (PIBG)*					
10 I notice the school using its facilities and materials to promote English. *Saya lihat sekolah menggunakan kemudahan-kemudahan dan bahan-bahan di sekolah untuk mempromosi penggunaan bahasa Inggeris.*					
11 I notice that the school has a rich English environment. *Saya lihat sekolah mempunyai persekitaran bahasa Inggeris yang kondusif.*					
C1 Score/***Skor C1***					
Total C1 Score/***Jumlah Skor C1***	/44				
C2: Direct Involvement in School Activities/***Penglibatan Secara Langsung dalam Aktiviti-aktiviti Sekolah***					
1 I organise English language activities with the school. *Saya menganjurkan aktiviti bahasa Inggeris bersama sekolah.*					
2 I help coach the students for English language activities/competitions. *Saya membantu melatih murid-murid untuk aktiviti-aktiviti/pertandingan-pertandingan bahasa Inggeris.*					
3 I share ideas related to English language activities with teachers in the school. *Saya memberi idea kepada guru-guru dalam aktiviti berkaitan bahasa Inggeris.*					
4 I help prepare or provide English materials for the students. *Saya membantu menyediakan bahan-bahan bahasa Inggeris untuk murid-murid.*					
C2 Score/***Skor C2***					
Total C2 Score/***Jumlah Skor C2***	/16				
D3: Provide Support and Assistance/***Memberi Sokongan dan Bantuan***					
1 I support the English language activities in school. *Saya menyokong aktiviti-aktiviti bahasa Inggeris di sekolah.*					
2 I assist in implementing English activities in school. *Saya membantu dalam pelaksanaan aktiviti-aktiviti bahasa Inggeris di sekolah.*					
3 I encourage my children to use English in school and at home. *Saya menggalakkan anak-anak saya menggunakan bahasa Inggeris di sekolah dan di rumah.*					
4 I provide English language based materials for my children at home. *Saya menyediakan bahan-bahan berasaskan bahasa Inggeris untuk anak-anak di rumah.*					
5 I encourage other parents to use English. *Saya menggalakkan ibu bapa yang lain untuk menggunakan bahasa Inggeris.*					
C3 Score/***Skor C3***					
Total C3 Score/***Jumlah Skor C3***	/20				
Overall Total Score ***Jumlah Skor Keseluruhan***	/80				