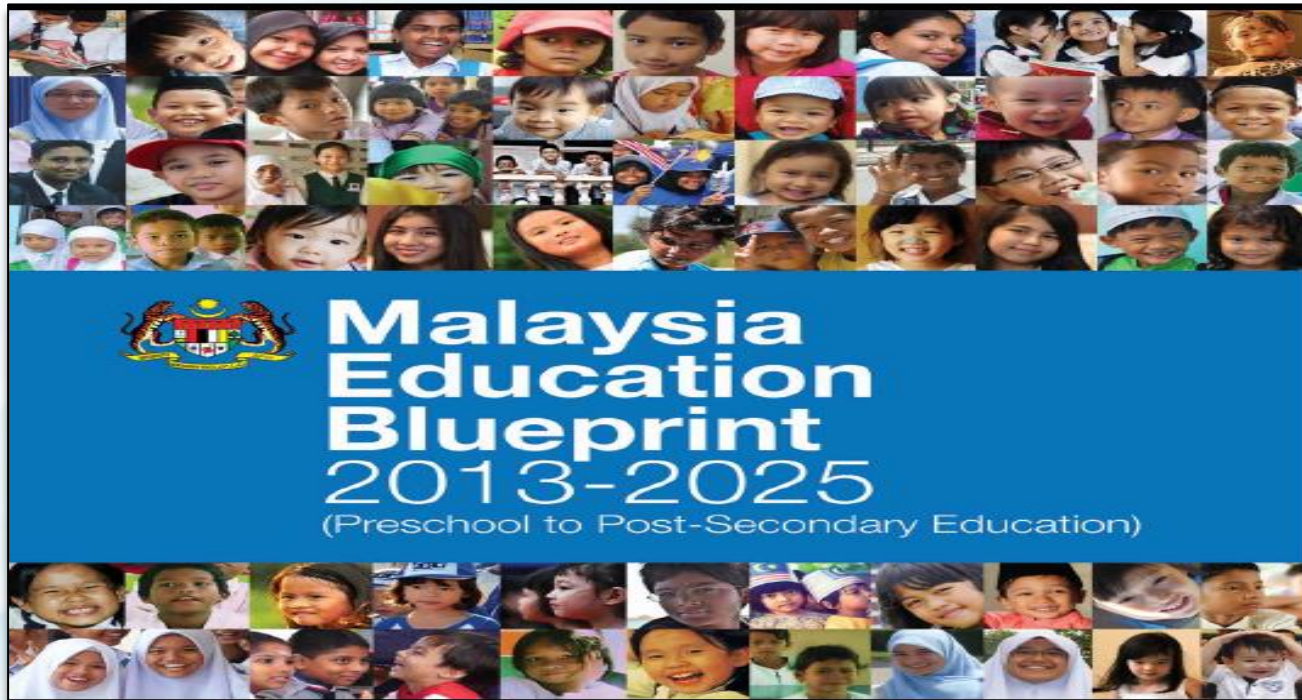




KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

# Highly Immersive Programme (HIP)

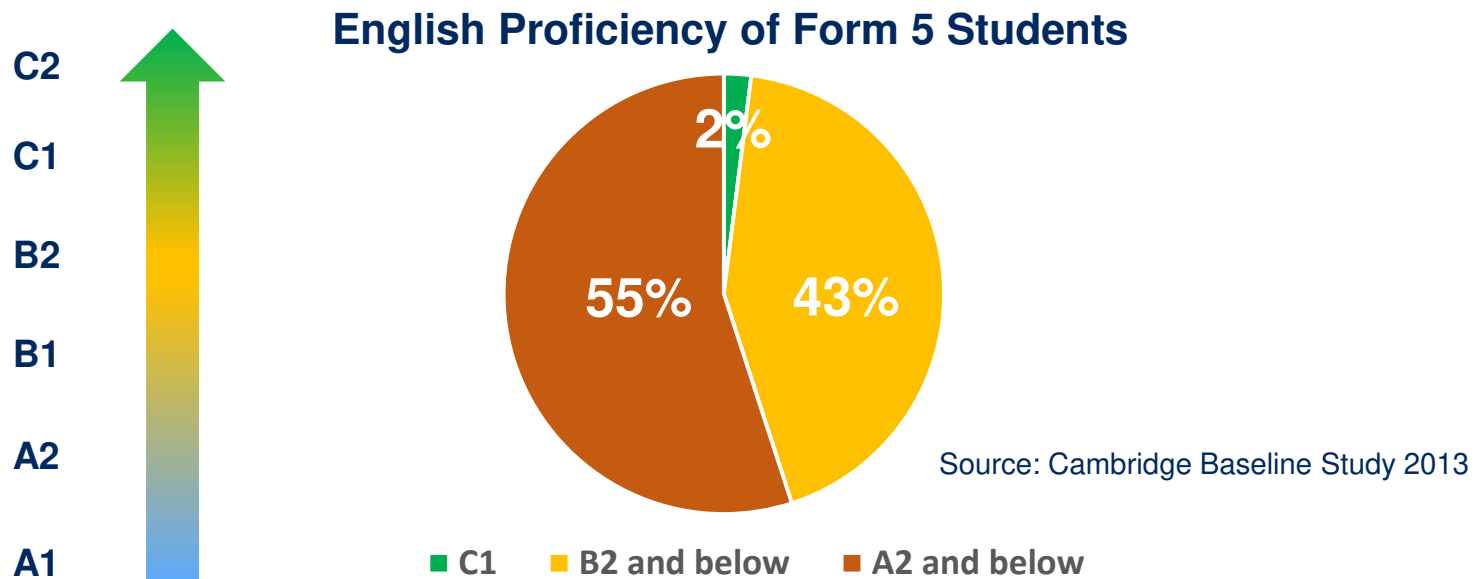
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# The Case for Change

**Malaysia's English is not at par with neighbouring counterparts**  
Third in S.E.A., behind Singapore and Philippines in proficiency.

Source: Jobstreet ELA, 2011, <http://www.thestar.com.my/story/?file=/2011/6/7/nation/20110607160637>



***In general, local graduates are highly qualified but are not proficient in English – National Graduate Employability Blueprint 2012-2017 by MoE***

Source: Survey conducted by Manpower (2008), extracted from the National Graduate Employability Blueprint 2012-2017

# The Case for Change

## Weak students will widen economic gap in Malaysia, say parent-teacher groups

BY SHERIDAN MAHAVERA  
Published: 8 June 2014 6:35 AM



The importance of doing well in school must be drummed into all students, regardless of their socio-economic background, say education groups. - The Malaysian Insider pic by Hasnora Hussain, June 8, 2014.

Malaysia is sitting on a powder keg as a significant group of young Malaysians are struggling in school and look set to join the underprivileged and low-income class while teachers obsess over top scorers, say parent-teacher groups.

ARKIB : 26/01/2014  
**Program bahasa Inggeris MCOBA dapat reaksi positif ibu bapa**  
KUALA LUMPUR 25 Jan. - Pusat Komuniti Penguasaan Bahasa Inggeris (MEECC) yang ditubuhkan Persatuan Pelajar Tua Maktab Melayu (MCOBA) mendapat maklum balas positif daripada ibu bapa dan guru yang melihat peningkatan ketara anak-anak mereka dalam penguasaan bahasa tersebut.  
Presiden MCOBA, Tan Sri Megat Najmuddin Megat Khas berkata, pusat itu yang menawarkan program bahasa Inggeris secara percuma sejak Ogos tahun lalu turut berjaya melahirkan mentor bagi mata pelajaran Bahasa Inggeris dalam kalangan pelajar.  
"Mentor ini kemudiannya akan membantu rakan-rakan mereka yang tidak berpeluang mengikuti kursus bahasa Inggeris menguasai bahasa itu dengan baik di sekolah," katanya dalam majlis pendaftaran dan hari terbuka MEECC Taman Medan, di sini hari ini.  
Yang turut hadir, bekas Ketua Polis Negara, Tun Mohammed Hanif Omar yang juga alumni MCOBA termasuk ibu bapa dan murid.  
Pusat tersebut kini mempunyai 119 pelajar dari tiga buah sekolah berhampiran iaitu MEECC mempunyai tiga tenaga pengajar secara tetap menggunakan kaedah yang direka oleh The Big Education Group Sdn. Bhd. iaitu *Big School English Programme*.

## 1 Enhance Knowledge

Able to read, understand, explore and learn more from the information available on the internet. Enjoy and benefit other subjects/domains

## 2 Further Studies

Poor IELTS results have hampered students to apply to study overseas. Poor English hampers the ability to cope in higher education especially in science, medicine, law, engineering, technical and economic fields.

## 3 Workplace requirements

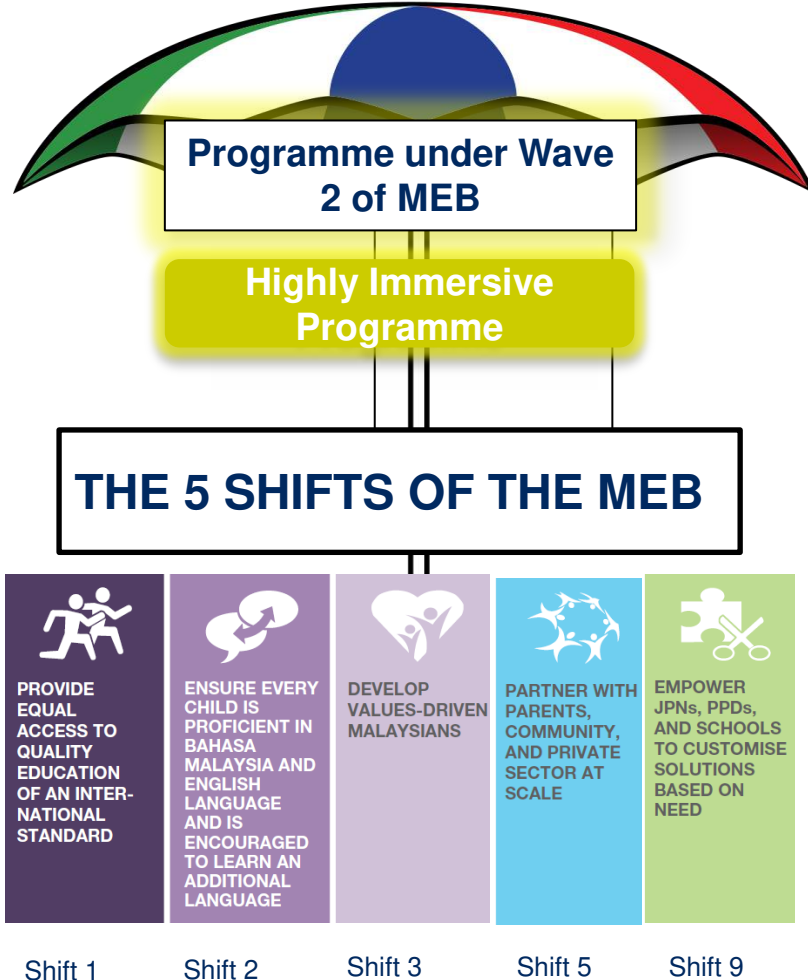
Even for entry levels and junior level jobs, employers say they need people who are proficient in English to work and interact with customers, suppliers, as well as write reports and read manuals.

**95%** employers believe that an enhanced quality of the English Language improves the productivity of staff. Since 2006, poor English proficiency among fresh graduates is consistently ranked as one of the top five issues.

Parents want an increase in exposure to the English language – Evident through letters and articles in media

The Highly Immersive Programme is a programme under the MBMMBI policy. HIP supports the 5 Shifts of the MEB and **reinforces the 1999 Circular**

### The MBMMBI Umbrella



## 2 1999 Circular on implementing English enrichment activities

*SURAT PEKELILING IKHTISAS BIL. 1/1999:*

Garis Panduan Pengendalian Aktiviti Sokongan Bahasa Inggeris Di Sekolah

Kementerian Pendidikan Malaysia mendapati bahawa penguasaan Bahasa Inggeris, dari segi pembinaan minat dan pencapaian pelajar, boleh dipertingkatkan dengan menambah masa pendedahan pelajar kepada bahasa tersebut. Ini terbukti di sekolah-sekolah yang telahpun menjalankan aktiviti-aktiviti sokongan. Namun demikian, kebanyakan sekolah didapati membataskan aktiviti pengajaran dan pembelajaran Bahasa Inggeris hanya kepada peruntukan masa dalam jadual waktu sahaja.

2. Dengan Surat Pekeliling Ikhtisas ini, semua sekolah hendaklah menjalankan aktiviti sokongan Bahasa Inggeris bagi tujuan menambah masa pendedahan pelajar kepada bahasa tersebut. Oleh kerana peruntukan masa pengajaran Bahasa Inggeris dalam jadual waktu adalah terhad dan tidak mungkin dapat ditambah tanpa menjejaskan masa untuk mata pelajaran lain, maka penambahan masa pendedahan ini hendaklah dilakukan melalui aktiviti-aktiviti sokongan di luar bilik darjah.

**All schools to implement supporting activities to increase students' exposure to the English Language**

HIP aims to **codify best practices of school leaders** and scale up to all schools via sharing, learning and support

What's  
New?

### Goal of the Programme



Schools adopt best practices according to level and capacity

- Sharing of schools' best practices
- Cater for different levels and limitations
- Peer-to-peer school support
- Continuous support by SIP+, SISC+, district and state

The programme aims to improve the English proficiency of students through increased immersion and usage.

## Programme Targets

Increase self-assessed levels of English immersion of schools

Increased acceptance towards English language

Increased overall English proficiency of students

## HIP Toolkit

### (A) Self Assessment Tool



**1** Level of English immersiveness



**2** Capacity Gaps

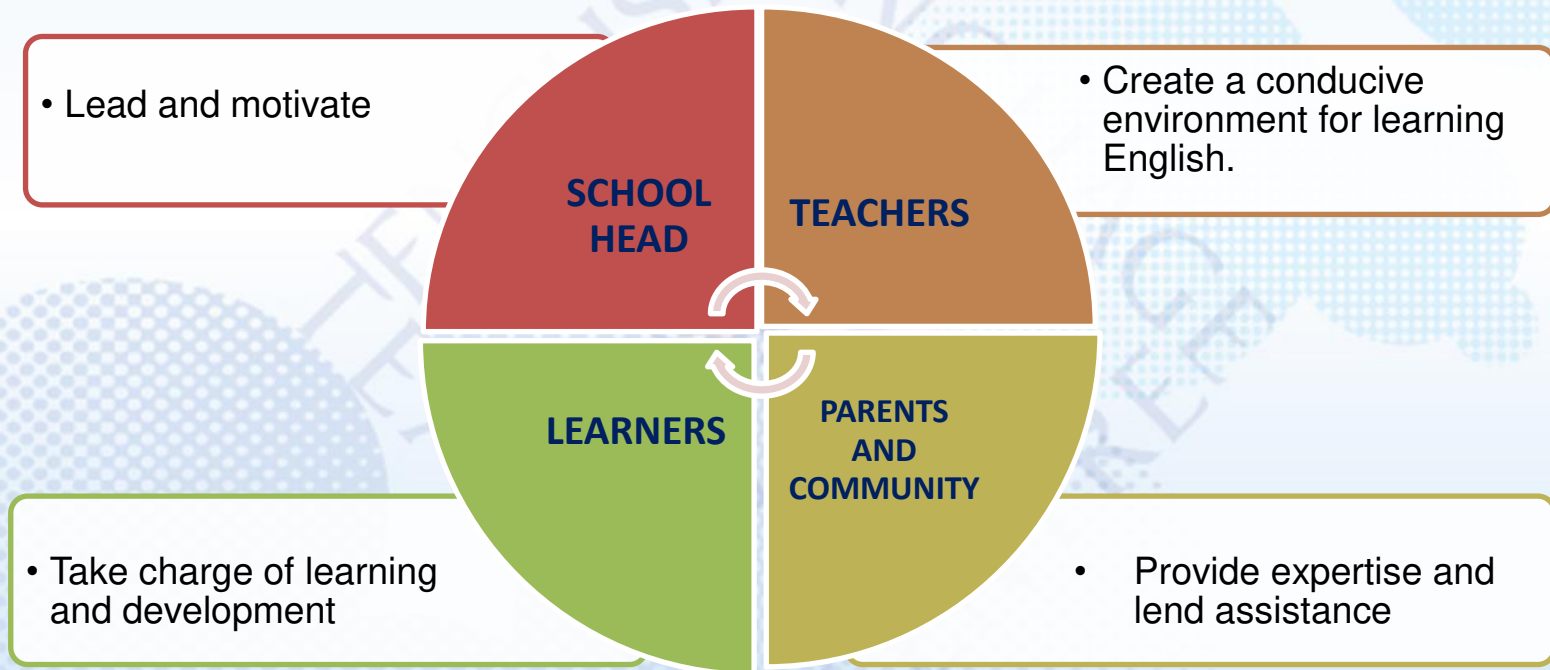


### (B) Guide Book

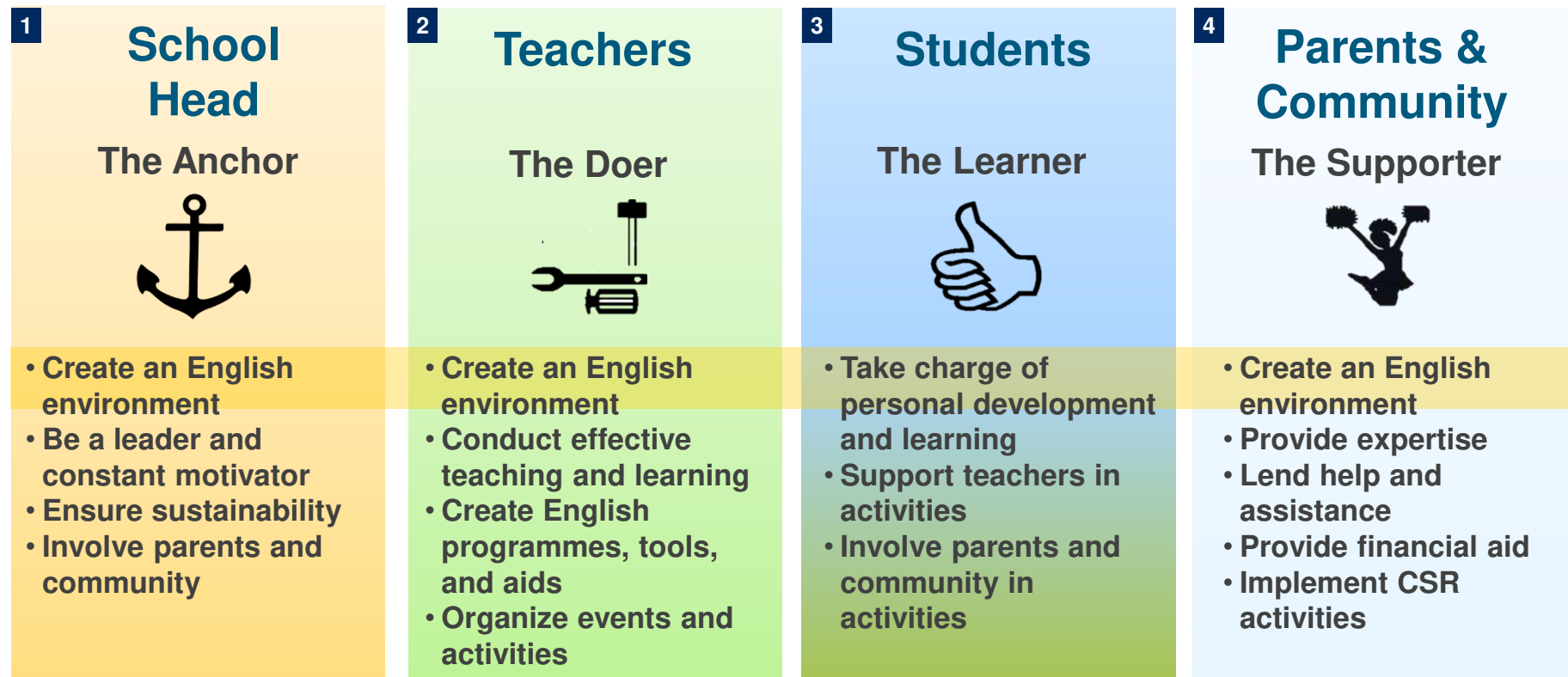


- 1. Fundamental Factors**
  - How to build confidence and level of comprehension?
- 2. Strategic Planner for Activities**
  - How to implement and overcome challenges?

## THE WHOLE SCHOOL APPROACH



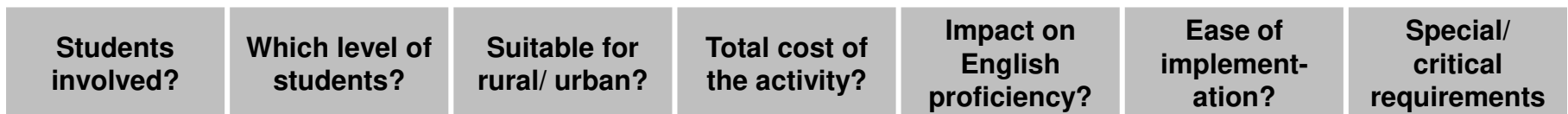
# Addressing Fundamental Factors to enhance English proficiency



## Implementation Plan



## Parameters






# Supporting activities to create a highly immersive environment (Primary)

**1 In-Class**  
To create **effective & engaging** in-class programmes to facilitate the learning of English



- Fun learning
- Let's Talk!
- Let's Read Together (Shared/Guided) Reading
- Show Your Talent
- Project-based learning

**2 Out-of-Class**  
To increase **immersive environment** in school



- Drop Everything and Read
- Speakers' Corner
- Assembly in English
- English Tunnel
- Dear Diary
- Young Talent
- Junior Stage
- Language Games
- English Newsletter
- Young Reading Tutor
- Young Entrepreneur

**3 Extra Classes**  
**Further support** for high-need students and achieving students



- Merry Coaching in Merry Land
- Welcome ABC
- Holiday Fun Learning
- Sunflower Programme
- LINUS 2.0 (*Literasi Bahasa Inggris*)

**4 Outreach**  
To increase English immersive through **community outreach & various collaborations**



- International/Local Skype @Webinar
- Mentoring of schools
- Field trips
- Parents in the House
- Pupils Exchange Programme
- External Collaboration with universities, colleges
- Parents' Talk
- Pen-pal Programme
- Little Ambassadors

| Implementation Plan | Best Practices             |                              | Implementation Steps |  | Adaptation Ideas              |  | Possible Challenges   |  |
|---------------------|----------------------------|------------------------------|----------------------|--|-------------------------------|--|-----------------------|--|
|                     | Parameters                 |                              | Cost of the activity |  | Ease of implementation        |  | Critical requirements |  |
|                     | Group of students involved | Suitability for rural/ urban |                      |  | Impact on English proficiency |  |                       |  |

# Supporting activities to create a highly immersive environment (Secondary)

1

## In-Class

To create **effective & engaging** in-class programmes to facilitate the learning of English



- Let's Engage
- Expand Me
- Building Blocks
- Talking Chips
- Media Craze
- Find Me
- Creating Images

2

## Out-of-Class

To increase **immersive environment** in school



- I'm in!
- Musical.ly
- Dedication (DD) Corner
- Drop Everything & Chat (DChat)
- Language Masters
- eE (Eat English)
- We've Got Talent

3

## Extra Classes

**Further support** for high-need students and achieving students



- We Care
- Trip To London
- Lit Attack
- Helping Hands
- Creative Minds

4

## Outreach

To increase English immersive through **community outreach & various collaborations**



- The Young Teachers Programme
- Nature Trail
- Dreaming High
- Silver Screen Prattle
- Our Best Kept Secrets
- Chefs In The House
- Little Free Library
- IT's The Way
- Budding Writers
- The View

### Implementation Plan

Best Practices

Implementation Steps

Adaptation Ideas

Possible Challenges

### Parameters

Group of students involved

Suitability for rural/ urban

Cost of the activity

Impact on English proficiency

Ease of implementation

Critical requirements

# Collaboration with external parties would contribute highly to the effectiveness and sustainability of HIP in schools

Three (3) Types of Partners for HIP:

## 1 Parents and Alumni



## 2 Institutions of Higher Learning



## 3 Corporates and NGOs



Public Higher Education Institutions (IPTA)

Polytechnics & Community Colleges

Private Higher Education Institutions (IPTS)

Institut Pendidikan Guru

# Pilot and Implementation Strategy

| Pilot 2016<br><i>Test, revise, showcase</i> |                                       | Scale 2017<br><i>Learn, improve, showcase</i> | Implement 2018<br><i>Monitor, refine, celebrate</i> |
|---|---------------------------------------|---|---|
| <u>Stage 1</u><br><u>Jan–Jun 2016</u>       | <u>Stage 2</u><br><u>Jul–Dec 2016</u> | <u>Staged Roll-Out</u>                        | <u>Full Roll-Out</u>                                |
| 94 schools                                  | 1,200 Schools                         | 5,500 schools                                 | 10,000 schools                                      |

## Objective of Pilot Stage

- Ensure that there are **adequate support and monitoring that is scalable and sustainable** for the schools
- Able to respond to pilot feedback and update toolkit in a timely and speedy manner



1. **Ease of logistics and physical scalability:**
  - Peninsular by zones: North, South, Central and East
  - Sabah and Sarawak
2. **Implement by PPD**
3. **Focus on good diversity of schools:**
  - Types of schools: SK, SJK C and SJK T
  - Covers both rural and urban schools
  - Bands 3, 4, 5 and 6
  - Emphasise on poor and rural schools

**Thank You**

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