Faculty of Cognitive Sciences and Human Development

SUSTAINING A HIGHLY IMMERSIVE PROGRAMME (HIP) : FEATURES OF SUCCESS

Brenda Anak Nyapus

Master of Science

(Learning Sciences)

2018

SUSTAINING A HIGHLY IMMERSIVE PROGRAMME (HIP): FEATURES OF SUCCESS

BRENDA ANAK NYAPUS

A dissertation submitted
in partial fulfilment of the requirements for the degree of
Master of Science (Learning Sciences)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2018)

The dissertation entitled **Sustaining A Highly Immersive Programme (HIP) : Features of Success** was prepared by Brenda Anak Nyapus and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirements for the degree of Master of Science (Learning Sciences).

It is hereby confirmed that the student has done all the necessary amendments for examination and acceptance.

_____
(JULIA LEE AI CHENG)

Date: _____

Grade

ACKNOWLEDGEMENT

"It always seems impossible until it's done" – Nelson Mandela

I thank God for bringing this work to completion. I thank Him for giving me the strength when I felt weak, courage when I was afraid, and wisdom when I lacked clarity.

To my supervisor and my mentor, Dr Julia Lee Ai Cheng, I appreciate the time, effort, and guidance that you have invested in me throughout the process. Thank you for believing in me and encouraging me throughout the journey.

To my study group members, Candy Chong, Dorina Lasah, Norashikin Khalid, and Siti Fairuz, thank you for always being there for me every time I feel like giving up.

To my parents, Mr Nyapus and Madam Hanna, thank you for your unfailing love and support. To my brother Lawrence, and my sisters, Dowin, Juita, Eva, and Mas, this journey is made possible because of your love and prayers for me. To my two charming sons, Melvin and Matthias, I am so blessed to have both of you in my life. You are the courage for me to go on. I hope I have been a positive role model for both of you.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	vi
ABSTRACT	vii
ABSTRAK	viii
CHAPTER ONE INTRODUCTION	1
CHAPTER TWO METHOD	10
CHAPTER 3 RESULTS	15
CHAPTER 4 DISCUSSION	25
REFERENCES	28
APPENDIX	33

LIST OF TABLES

Table 1 Demographic Information of the Respondents ……... 12

Table 2 Details of the Informants for the Interview ……. 14

Table 3 Development of a Highly Immersive Environment ……..... 16

Table 4 Development a Whole-School Approach ……... 18

Table 5 Students' Language Outcomes ……..... 19

Table 6 Changes in Students' Behaviour with the Implementation of HIP …..… 21

LIST OF FIGURES

Figure 1 The Number of English Teachers against the Total Number of Teachers in each Participating Schools. 23

ABSTRACT

Highly Immersive Programme (HIP) which was introduced by the Malaysian Ministry of Education in 2016, is an effort to accelerate English proficiency among Malaysian pupils through immersive English learning environment. This study explored the development of HIP in 73 sub-urban Malaysian primary schools located in Borneo. The effect of the programmes implemented within HIP on students' learning outcomes and students' behavior towards learning English was also observed. There were 129 educators comprising 16 school administrators and 113 teachers who participated in the study. Data was obtained through the use of survey questionnaires. In-depth insights were also gathered through a semi-structured interview. The findings revealed the schools' effort to develop a conducive environment by providing students with resources and materials to promote their language use. However, the involvement of schools' alumni and community's participation in the programme was still minimal. To sum up, HIP is a positive move implemented by the Education Ministry at valorizing the standard of English among Malaysian students. However, a systemic transformation and a high quality professional development in a well-systematically planned language immersion programme are essential towards the progressivism.

Keywords: Highly Immersive Programme, English proficiency, learning outcomes, conducive environment

ABSTRAK

Program Immersif Tinggi, Highly Immersive Programme *(HIP) telah diperkenalkan oleh Kementerian Pendidikan Malaysia pada tahun 2016 sebagai satu usaha untuk meningkatkan kemahiran berbahasa Inggeris di kalangan pelajar-pelajar Malaysia dengan menyediakan persekitaran yang lebih kondusif. Kajian ini mengenalpasti pembangunan persekitaran kondusif Bahasa Inggeris di 73 buah sekolah rendah yang terletak di luar bandar kepulauan Borneo. Kajian ini juga telah mengenalpasti keberkesanan HIP ke arah pencapaian pelajar dan juga kesannya ke atas tingkah laku pelajar terhadap pengajaran dan pembelajaran Bahasa Inggeris. Kajian melibatkan seramai 129 orang yang terdiri daripada 16 orang pentadbir sekolah dan 113 orang guru. Data diperolehi melalui soal selidik dan disokong dengan temu bual secara berstruktur untuk mendapatkan data yang lebih terperinci. Kajian menunjukkan bahawa sekolah-sekolah telah berusaha untuk menyediakan persekitaran yang kondusif dengan menyediakan bahan-bahan yang sesuai untuk membantu pelajar menguasai Bahasa Inggeris. Walau bagaimanapun, penglibatan alumni sekolah dan komuniti dalam program ini masih di bawah tahap minimum. Kesimpulannya, HIP adalah satu langkah positif Kementerian Pendidikan Malaysia untuk meningkatkan standard Bahasa Inggeris di kalangan pelajar. Namun, untuk langkah penambahbaikan, transformasi sistem pendidikan dan peningkatan profesionalism yang berkualiti tinggi di kalangan pentadbir dan guru di dalam program immersif yang lebih terancang amat diperlukan.*

Kata kunci: *Program Immersif Tinggi, kemahiran berbahasa Inggeris, pengajaran dan pembelajaran, persekitaran kondusif*

CHAPTER ONE

INTRODUCTION

The standard of English language proficiency in Malaysia has dwindled over the past few years. There has been a constant failure in English in Sijil Pelajaran Malaysia (SPM), a public examination in the Malaysian public school system, with 23.2 percent failure rate in 2011, 22.9 percent in 2012 and 20.0 percent in 2014 (Rozana, 2015). Additionally, a report by the Prime Minister's Department of Performance Management and Delivery Unit (PEMANDU) revealed that 1,191 secondary schools in Malaysia had a failure rate of 20 percent in SPM English in 2013.

The poor performance in English public examination starts early. PEMANDU reported that despite having completed six years of primary education, there was a 25 percent failure rate in the English subject in the Ujian Pencapaian Sekolah Rendah (UPSR), a public examination for 12-year-old primary school pupils. Thus, this failure rate implies that less than 50 percent of the Malaysian students are literate in English (Azian, 2015).

The dwindling standard of English proficiency in Malaysia is exacerbated by incompetency in the English language among many university students (Azian, 2015). The Malaysian University English Test (MUET), which is a pre-requisite examination for an admission to a first degree programme in Malaysian local university, shows that 62 percent of the examination candidates attained Band 1 and Band 2, classifying them as 'limited users' and 'very limited users' of the English language, respectively.

With regards to fresh graduates' unemployment, limited English proficiency was reported as one of the topmost five determining factors (Rozana, 2015). In a survey involving 472 JobStreet.com clients conducted in November 2013, 64 percent of employers reflected that a poor command of English was the second reason behind fresh graduate unemployment. This situation directly pose a threat to Malaysian education's aspiration to prepare learners who are competitive in a globalized economy where English is used as the *lingua franca*.

Causes of Limited English Proficiency in Malaysia

A number of researchers have tried to address the causes leading to the limited English proficiency among Malaysian students who have consistently failed to attain a reasonable level of English proficiency in spite of learning the language for more than 12 years in primary schools (Kaur, 2006).

Despite the importance of providing sufficient support and conducive environment that is meaningful for the learners to learn English as a second language, elements of conducive environment are lacking in Malaysian education system (Musa, Lie & Azman, 2012). According to Musa et al. (2012), there is an inadequate opportunity to practice English at home and within the community because English is only spoken during the English classes. This situation is even more severe in rural schools where the English language is merely a subject that is taught for a few periods per week, making it a language that is learned in a non-contextualized environment. (Gobel, Thang, Sidhu, Oon, & Chan, 2013). In Malaysian primary schools, time allocated for classroom teaching and learning of English is only 4.5 hours per week (Ministry of Education, 2016). Thus, there is a limited exposure to the language in the classroom. Therefore, it is critical to plan and create opportunities for the students to practice the language outside the classroom as well.

In Malaysia, there is a strong emphasis on the teaching of reading and writing skills and the mastery of grammatical instructions, which are tested in school and national examinations at the end of Primary Six and Form Five (Musa et al., 2012). As a result, English is rather taught as a subject; the English instruction and curriculum concentrates on the mechanics of the language while ignoring the sociocultural elements of the language in real communicative acts. Learning and language strategies nevertheless, should be viewed within a socially-embedded system (Zhang & Zhang, 2013). It needs to be valued through cultural understanding, as learning is a situated activity in which learners can gain legitimate peripheral participation (Lave & Wenger, 1991). Additionally, Yamat, Fisher, and Rich (2017) stated that students' learning might have been affected by the poor partnership between home, school, and the local community.

Theoretical Framework

Second Language Acquisition

In second language (L2) acquisition, Turuk (2018) discusses on Vygotsky's theory of the importance of social environment and sociocultural settings as the primary and determining factor in the development of higher forms of human mental activity such as voluntary attention, intentional memory, logical thought, planning, and problem solving. According to Turuk, humans' understanding of the world and themselves are made through their interaction with the physical world with the intermediary of tools. It makes learning a second language as a collaborative effort where learners are assisted and mediated in their learning environment. According to Brown, Collins, and Duguid (1989) in their theory of learning and enculturation, a learning process which is embedded in activity within the social and physical context are more in line with the understanding of learning and cognition.

Research suggests that some of the most effective and successful programs for English language learners come from comprehensive, school-wide efforts, involving principals, teachers, as well as staff (Plough & Garcia, 2015). It can be seen that the collaboration among staff and a whole school support system is essential in supporting learners.

Additionally, Piaget's theory of cognitive development supported the important role of environment in supporting young learners' language achievement. Children's education should comprise real and meaningful social contexts that they are facing in their everyday life. During the effort of constructing their understanding, the children will undergo the process of accommodation and assimilation to be able to relate what they have learned with their existing knowledge. Therefore, it is critical to provide a conducive learning atmosphere to the students and to systematically expose them to the variety of in-class and out-of-the class activities to strengthen their confidence and proficiency in using English for communication.

School Leadership, School -Wide Approach and Students' Performance

One of the most important elements of successful schools is effective school leadership (Téllez & Manthey, 2015). In the typical school, the school head is the leader who can have the greatest impact on the school community by influencing teachers, other staff, and students. Therefore, the school head can often be seen as the individual who creates the most impact for the continuous success of teachers and students, including English language learners. (Elfers & Stritikus, 2014).

Theoharis and O'Toole (2011) recommended that school heads should be educated about second language acquisition to be able to effectively place languages and cultures as a central, integral aspect of the school community. However, even though there are a lot of emphases placed on school heads because they are often the highest level of leadership within the physical

school, it cannot be the school head's role alone in creating successful programs for English language learners. Teachers' commitment to a comprehensive school-wide effort has been identified as one of the most important influences for the realization of education and schools' performance (Theoharis & O'Toole, 2011).

Support systems where school leaders intentionally, purposefully, and knowledgeably create workplaces that encourage teachers to learn and effectively support their learners build teacher confidence and inspire ongoing learning (Elfers & Stritikus, 2014). In the case of school-wide approaches, leaders must engage teachers in the context of their own classrooms, provide opportunities for teachers to collaborate with each other, and include experiences for teachers as learners (Plough & Garcia, 2015).

Slavin & Madden (2007) highlighted a schoolwide approach, a coordinated and proactive plan for translating positive expectations into concrete success for all children. It is also important to establish a cooperative relationship with parents so they can support students' learning at home. The initial buy-in by teachers, on-going training and networking, and the clear impact of the programme on students' performance are all elements for the sustainability of a programme's success (Slavin & Madden, 2000).

Highly Immersive Programme (HIP)

Given the landscape outlined above, the Malaysian Ministry of Education (MoE) introduced an English programme known as the Highly Immersive Programme (HIP) with an objective to improve the English proficiency by providing increased exposure of English to their students. This programme, which is progressively aligned with the Malaysia Education Blueprint (MEB) 2013 -2025, was launched in October 2011. In the MEB, it was highlighted that every child has to be proficient in at least two languages, Bahasa Malaysia and English (Ministry of

Education Malaysia, 2016). Thus, HIP plays a complementary role in fostering better acquisition of the English language.

HIP emphasizes on increasing the level of students' engagement in the English language in schools through creating effective and engaging in-class activities as well as encouraging and increasing the usage of the English language outside the classroom. In tandem with the in-class activities, extra class events provide extra support for the students to reach their highest potential. Schools are also encouraged to increase the level of immersion in the English language through community outreach and various collaboration. (Ministry of Education Malaysia, 2016).

In their 2016 Annual Report, the Malaysian Education Performance and Delivery Unit (PADU) stated that HIP was piloted in two phases, Phase 1 (January 2016 – June 2016) involving 94 primary schools while Phase II (July 2016 – November 2016) targeted an expansion to an additional 1,106 schools nationwide. By November 2016, HIP surpassed its initial implementation target of 1,200 schools. In total, 1,226 schools (i.e., 873 primary and 353 secondary schools) have implemented HIP nationwide.

Since the implementation of the HIP in 2016, there has been a dearth of research on the involvement of major parties in HIP and the effectiveness of this programme. Findings from the assessment conducted by the Malaysian English Language Training Centre (ELTC) in October 2016 showed that the school community as a whole tried to engage students in an immersive English environment but the development of a highly immersive environment is not consistent. The items which contributed to the low scores were on parental and community involvement (Ministry of Education, 2016).

Related Research on Developing an Immersive English Learning Environment

Research studies have shown that foreign language learners obtain greater benefits for their listening and speaking skills through language immersion learning environment which promotes language learning as immersive experience, where learners use the new language not by analyzing or translating it (Wang & Petrina, 2017). Immersion allows English as a Foreign Language (EFL) learners to fully immerse themselves in English learning through intensive exposure to the language situated in the real context.

The first study by Pondika, Artini, and Marhaeni (2013) aimed at developing rich language learning materials to support literacy skills of Grade 4 students in a Bali province, employed Research and development (R&D) design aimed at developing rich language learning materials to support literacy. There were 6 primary schools involved and the data were collected through document study, observation, questionnaire, and test.

Findings by Pondika et al., (2013) ascertained that the most important role in supporting the success of students' language learning at their young age is not only the availability of human resources and learning within the textbook in the classroom but also the existence of an environment that supports students' learning. The environment that is enriched with the target language can motivate children to get a better achievement by building up their critical thinking and relationship skills (Archie, 2003). Besides that, he also stated that a language-rich environment will give children more opportunities to get familiar with the language because they can see the words and sentences around them and share ideas with their peers.

The effectiveness of English rich environment was further investigated by Ansawi (2017) who revealed that learning is supported through a contextualized process when learners make a hypothesis based on the environment and test them again and again through negotiation in the

learners' social life. These findings supported the theory of Vygotsky's sociocultural development, which promotes learning as a collaborative effort, mediated by activities through cultural and social interaction and scaffolding within the zone of proximal development (ZPD).

The implementation of English-rich language learning environment by designing various learning materials has supported the students' literacy skills and improved their attitude and motivation in learning English. Besides that, rich language learning environment provides time flexibility so that limited time allocation for English in the classroom is not an obstacle anymore for the students to be exposed to the language (Pondika et al., 2013)

Pondika et al.'s (2003) finding is consistent with Ansawi's study (2017) where students' confidence level improved and they anticipated and were eager to join in new activities. The students became more excited to learn to speak the language informally out of the classroom. Thus, enriching the English immersion environment provides meaningful learning experiences with an emphasis on positive attitudinal change.

In relation to a whole school approach in supporting English language learners (ELL), Rooney (2017) suggested that it is essential to create inclusive, caring, and risk-free school-wide environments for ELLs to succeed. Another finding was the importance of communication and collaboration between key stakeholders in facilitating a whole school approach. These stakeholders include a variety of individuals both within the school and the surrounding community.

Context and Purpose of Current Study

Following the preceding discussion, we conducted an exploratory investigation on the implementation of the HIP and its effectiveness on students' learning performance from the perception of school administrators and teachers. The participation of students in the programme

within the HIP was recorded and documented. We hope that the research findings would give insight to the Ministry of Education of Malaysia and relevant parties involved in the development of English environment in school about the level of support given by the school heads, teachers, parents, and community to ensure the sustainability of the programme. Given the outlined above, the main objectives of this study are to:

i. examine the degree of the development of a highly immersive English environment in schools since the implementation of the HIP,
ii. explore the development of the whole school approach in supporting the programme from the perspective of school administrators and teachers,
iii. gather the perception of school administrators and teachers on the effect of the programme on students' language outcomes and changes in behavior towards the English language learning since the implementation of the HIP, and
iv. suggest the combination of actions and strategies in ensuring the sustainability of HIP to support English Language Learners continuously.

CHAPTER TWO

METHOD

The use of a mixed method in this study increased the possibilities of identifying various patterns of association between variables in the development of the highly immersive environment in schools and the way they were linked to students' learning outcomes and changes in behaviour. The research began with a quantitative method using a questionnaires survey that explored the school administrators' and teachers' perceptions of the programme and how it affected students' learning outcomes in English.

Instrument

The instrument was adapted from the Malaysian Ministry of Education's HIP toolkit. The rubrics were as follows: 1 = minimal; 2 = Average; 3 = good; and 4 = Excellent. According to Kothari (2011), likert-scale is a good choice of instrument because it is relatively easy to construct, easy to be used, and each statement included in the likert-scale is subjected to an empirical test for determining ability.

The instrument consists of five constructs, namely (a) the demographic profile of the respondents (b) the development of HIP, (c) students' learning outcomes, and (d) changes in students' behavior. At the end of the survey, the teachers and school heads were asked to identify the HIP ethos of their schools either (i) the school environment shows that HIP is beginning to take place, (ii) the school environment shows that HIP is a common practice, (iii) the school environment shows some evidence that HIP is embedded in the school's direction, or (iv) the school environment shows some evidence that HIP is a culture within the school. To ensure the

validity and reliability of the instruments, peer review and expert opinion were taken into consideration. A pilot test was conducted with 35 teachers in Padawan district, another rural district in Sarawak, located about 27 kilometres from Serian, district of the actual study.

Participants

A purposive sampling technique, considered by Etikan, Musa, and Alkassim (2016) as a deliberate choice, was used because the respondents were chosen from schools that had been involved in the HIP. A total of 158 questionnaires were distributed to 79 participating primary schools. The response rate was 81.65 % (i.e., 129 questionnaires returned from 73 schools). The sample was comprised of 61.2% (79) female and 38.8% (50) male. Majority of the respondents were between the age of 31 to 50 years old and above. Less than half (32.6%) were between the ages of 31 to 40 years old, 34.9% were 41 to 50 years old. About 25% of them were 50 years old and above while only 7% of them were at the age of 20 to 30 years old, and ethnic background were as follows: Bidayuh (35.7%), Malay (28.7%), Iban (22.5%), Chinese (8.5%), and India / other (4.7%).

The highest number of respondents were the English teachers (i.e., 83 or 64.3%) while 30 or 23.3 % of the respondents were teachers of the subjects such as Sciences, Mathematics and Bahasa Melayu. Majority of the respondents were experienced teachers with 50.4% of them had been teaching for more than 20 years while 30.2% had 10 to 20 years of experience and only 19.4% were novice teachers with less than 10 years teaching experience. Only 16 headmasters and headmistress (i.e., 12.4%) responded to the questionnaires. See Table 1 for details on the demographics information of the respondents.

Table 1

Demographics Information of the Respondents

Item	*N*	%
Age group		
20 – 30 years old	9	7
31 – 40 years old	42	32.6
41 – 50 years old	45	34.9
50 years old and above	33	25.6
Gender		
Male	50	38.8
Female	79	61.2
Designation		
Headmaster / Headmistress	16	12.4
English Teachers	83	64.3
Other subjects teachers	30	23.3
Teaching Experiences		
Less than 10 years	25	19.4
10 – 20 years	39	30.2
More than 20 years	65	50.4

Note. Other subject teachers = teachers teaching Sciences, Mathematics and Bahasa Melayu subject

Phenomenology Research Approach

A well-designed mixed method research will facilitate the integration of evidence and synthesis of data (Sammons, 2010; Sammons, Davies and Day, 2014). The intention of this research was to gather data regarding the perspective of research participants about the phenomenon of HIP's development in schools and to describe the lived experience of the respondents in this process, the collection of data was further complemented by a phenomenological qualitative research approach. This approach was used to illuminate the specific study (i.e., the implementation of HIP) and to identify phenomena through how they are perceived by the actors (i.e., school administrators, teachers, and students) in a situation (Lester, 1999).

According to Sohn, Thomas, Greenberg, and Pollio (2017), the phenomenological approach is appealing to scholars in professions such as teaching, counselling, and nursing. In order to gather a deeper understanding of HIP development in schools from the perspective of the respondents, a semi-structured interview was conducted in one sample school, which was identified from the survey as effectively developed highly immersive environment. Perception is primary in phenomenology because it affords a direct experience of the events and interviewing is the principal mode of accessing first-person accounts of human experience (Sohn et al., 2017). Using a convenient sampling, one school administrator and two English teachers from one selected school were interviewed. See Table 2 for details of the informants.

Table 2

Details of the Informants for the Interview

Particular	Informants		
	1	2	3
Age	51	51	53
Gender	Male	Female	Female
Resignation	Senior Assistant	English Teacher	English Teacher
Class taught	Year 2	Year 5 and 6	Year 3 and 4

Quantitative data collected from the questionnaires survey was analyzed using the Statistical Package for Social Science (SPSS 20.0) while the audio-recorded interviews were transcribed verbatim to convert the spoken word to the written word to highlight the important messages, features or findings. In order to ensure ethical research, a permission was obtained from the Malaysian Ministry of Education (MoE), Sarawak State Education Department (JPN) and Serian District Education Office. An informed consent from the participants was also obtained prior to their participation. Students participated in the study with the permission of their parents and teachers.

CHAPTER THREE

RESULTS

The overall purpose of this study was to examine the degree of the development of a highly immersive English environment in schools and the involvement of the whole school community in supporting the programme from the perspective of school administrators and teachers. The perceptions on the effect of the programme on students' language outcomes and changes in behaviour towards the English language learning since the implementation of the HIP were also gathered.

To evaluate the overall impact, we compared the mean of four variables, namely: (a) the development of a highly immersive environment, (b) development of a whole school approach, (c) students' language outcomes, and (d) changes in students' behaviour. The mean scores for each variable was analysed using four categories: low level, average level, and excellent level (Nunally, 1978). Low level constitutes the mean scores ranging from 1 – 2, average level constitutes the mean score ranging from 2.01 – 3, and excellent level constitutes the mean score ranging from 3.01 – 4. The "good" category was removed to increase the discriminative potential of the survey by requiring selection of a directional response with gradations of either "low" or "excellent" level (Robinson & Shepard, 2011).

Development of a Highly Immersive Environment

The findings (see Table 3) indicate that there was a moderate level of evidence that the schools were developing a highly immersive environment in English by providing students with adequate resources and materials. The means and standard deviations from the sample of 129

respondents from73 schools on the development of a highly immersive environment after the implementation of the programme showed that the school's physical environment is rich in English (*M* = 2.44, *SD* = .59). English resources provided promoted language use (*M* = 2.54, *SD* = .58), and promoted English proficiency (*M* = 2.57, *SD* = .63). The materials and resources provided were able to promote students' creativity (*M* = 2.41, *SD* = .55) and students' critical thinking skills (*M* = 2.31, *SD* = 2.54) respectively.

Table 3

Development of a Highly Immersive Environment

	Range	*Min*	*Max*	*Mean*	*SD*	*Level*
1. School's physical environment rich in English	3.00	1.00	4.00	2.44	.59	Moderate
2. English resources promote language use	2.00	1.00	3.00	2.54	.58	Moderate
3. English resources promote students' critical thinking	3.00	1.00	4.00	2.31	.54	Moderate
4. English resources promote students' creativity	3.00	1.00	4.00	2.41	.55	Moderate
5. English resources promote students' English proficiency	3.00	1.00	4.00	2.57	.62	Moderate

Development of a Whole School Approach in Supporting HIP

There was a consistent evidence that the school heads were involved in supporting English immersive environment but the level is still average (*M* = 2.93, *SD* = .62, see Table 4 for the details on the development of a whole school approach). The school heads had ensured that the school community including teachers, gardeners, cleaners, support staff, security guard and canteen operators was involved in developing an English environment (*M* = 2.74, *SD* = .71). Teachers across subjects also contributed to the HIP activities (*M* = 2.76, *SD* = .72). The students were very much encouraged to take part in English language activities (*M* = 2.93, *SD* = .65). Students were able to take charge of their language learning (*M* = 2.43, *SD* = .58). The schools encouraged parents to be involved in language activities in school (*M* = 2.47, *SD* = .65).

However, the involvement of the schools' alumni (*M* = 1.94, *SD* = 0.78) and the larger community (*M* = 2.24, *SD* = 0.70) in language activities were still minimal. These findings indicated that HIP's supplementary objective to increase the level of immersion in the language through community outreach and various collaborations needs to be enhanced.

Table 4

Development of a Whole School Approach

	Range	*Min*	*Max*	*Mean*	*SD*	*Level*
1. Involvement of school head (SH)	3.00	1.00	4.00	2.93	.62	Average
2. SH ensures school community's involvement	3.00	1.00	4.00	2.74	.71	Average
3. Teacher across subject contribute to HIP	3.00	1.00	4.00	2.76	.72	Average
4. Students to take part in language activities	3.00	1.00	4.00	2.93	.65	Average
5. Students take charge of their learning	3.00	1.00	4.00	2.43	.58	Average
6. Parents' involvement	3.00	1.00	4.00	2.47	.65	Average
7. Alumni's involvement	3.00	1.00	4.00	1.94	.78	Low
8. Community's involvement	3.00	1.00	4.00	2.24	.70	Average

Students' Language Outcomes

To investigate the impact of HIP towards students' performance, we examined the students' language outcomes in English in relation to the implementation of the HIP programme. Students' outcomes include their ability to understand spoken or verbal information in the English language, to synthesize information from a variety of sources in English and whether they can produce written text on a range of topic in English. The result is illustrated in Table 5.

Generally, the students' participation in language activities organized in schools were still at the average level (*M*=2.69, *SD* = .59). The HIP activities were able to develop students' confidence level in using the language (*M* = 2.39, *SD* = .59). Even though the students were able to develop their language outcomes by understanding main ideas in spoken and written material (*M* = 2.47, *SD* = .57), majority of the school administrators and teachers stated that their students were still unable to synthesise information from a variety of texts (*M* = 1.96, *SD* = .55) or even to give opinion in English (*M* = 1.96, *SD* = .59).

Table 5

Students' Language Outcomes with the Implementation of HIP

Students' Outcomes	*Range*	*Min*	*Max*	*Mean*	*SD*	*Level*
1. Understand spoken language	3.00	1.00	4.00	2.47	.57	Average
2. Participate in language activities	3.00	1.00	4.00	2.69	.59	Average
3. Develop confidence	3.00	1.00	4.00	2.39	.61	Average
4. Able to communicate in variety of context	2.00	1.00	3.00	2.24	.55	Average
5. Develop fluency	3.00	1.00	4.00	2.15	.52	Average
6. Take part in discussion	3.00	1.00	4.00	2.05	.60	Average
7. Can describe experience	2.00	1.00	3.00	2.04	.58	Average
8. Can give opinions	2.00	1.00	3.00	1.96	.59	Low
9. Can make clear announcements	3.00	1.00	4.00	2.03	.61	Average
10. Can make presentation on variety of topics	3.00	1.00	4.00	2.06	.62	Average
11. Understand main ideas	3.00	1.00	4.00	2.25	.57	Average

12. Can synthesize information	2.00	1.00	3.00	1.96	.55	Low
13. Can produce written text on a range of topics	2.00	1.00	3.00	2.00	.54	Low

Changes in Students' Behaviour with the Implementation of HIP

We also examined whether students behaviour had changed relative to their involvement in language activities. A similar pattern of results was found. There is a positive change in students' behaviour towards using the English language through their involvement in the language activities (*M* = 2.51, *SD* = .67). The students also helped other students in learning English (*M* = 2.40, *SD* = .66). However, their self-initiative (*M* = 2, *SD* = .58) to organize English language activities can be further improved (*M* = 2.08, *SD* = .62). See Table 6 for details of changes in students' behaviour after the implementation of the HIP.

Table 6

Changes in Students' Behaviour with the implementation of HIP

Changes in Students' Behaviour	*Range*	*Min*	*Max*	*Mean*	*SD*	*Level*
1. Students show positive change in behaviour	3.00	1.00	4.00	2.51	.67	Average
2. Students organise language activities	2.00	1.00	3.00	2.08	.62	Average
3. Students self-initiate English language activities	3.00	1.00	4.00	2.40	.66	Average
4. Students develop national identity's values	2.00	1.00	3.00	2.00	.58	Average
5. Students develop problem solving skills	3.00	1.00	4.00	2.07	.59	Average

HIP Ethos in Schools.

It was established that majority of the administrators, teachers, and students (51.2%) demonstrated actions to support the development of rich English environment. Almost half (42.6%) of the respondents reported that their schools' environment showed that the Highly Immersive Programme is a common practice and 31.8% showed some evidence that HIP is embedded in the school's directions. However, there was a minimal evidence that HIP is a culture within the schools (0.8%). Likewise, the involvement of the wider community in the development of HIP was still insignificant (0.8%).

Challenges Faced in the Language Immersion programme

Towards the end of the field research, a semi-structured interview was conducted with the administrators, teachers, and students of one sub-urban school to identify the various combinations of action and strategies that had contributed to their effort in supporting English language learners in the HIP programme. The semi-structured interview was to provide in-depth information consistent with the items asked in the survey using questionnaires. In the semi-structured interview, the administrators, and the teachers were asked about their biggest challenge in developing a highly immersive environment and improving students' learning outcomes.

To design, implement, and provide continuing support for language immersion programme is not an easy task; pressing issues and challenges include the availability of adequate trained English teachers, scarce of funding, the minimal involvement of parents and community and the challenge to address students' different background. The findings demonstrated that schools are lacking with trained English teachers who can demonstrate advanced levels of oral and written proficiency in the English language. Once the programme begins to be implemented, appropriate curriculum, materials, and resources that meet local district and state standards need to be developed. However, teachers were inadequately prepared for the immersion programs. To ensure the success of this programme, teachers need specialized professional development support to meet these complex tasks.

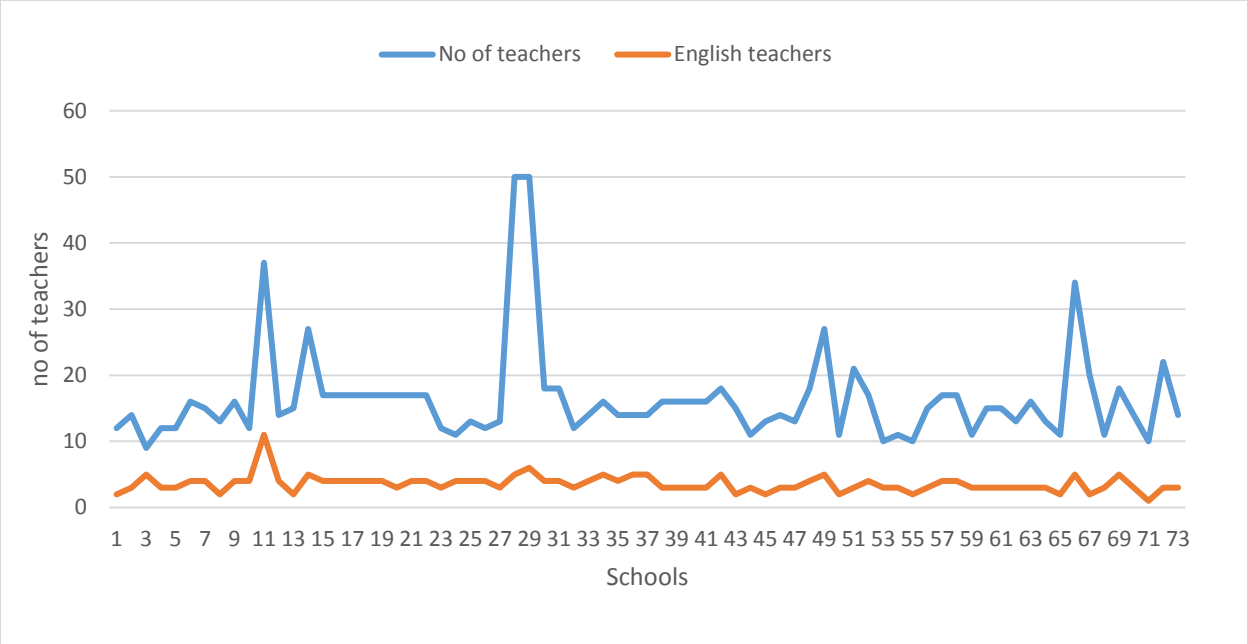

Figure 1. The Number of English Teachers against the Total Number of Teachers in Each Participating Schools

Figure 1 shows the number of trained English teachers against the total number of teachers in 73 schools under study. It was shown that there was a serious shortage of trained English teachers in the district (21.8% over the total number of 1,200 teachers). This might be one of the factors for the slow development of immersive English environment in schools if the responsibility to implement HIP was only burdened on the shoulder of English teachers and a whole school approach was not in place to support the programme.

In the implementation of HIP, there were also challenges in terms of addressing the variety of learners' background in terms of language proficiency, literacy development, learning support available to the student at home, achievement abilities, learning styles as well as their special needs. This concern grows exponentially when teaching and learning occur in two languages.

Finally, one of the ultimate task for English teachers is to ensure that their students and colleagues practise the second language, especially when working and talking amongst themselves. Facilitating the students' use of the immersion language in ways that promote ongoing language development is a tough battle for teachers.

Qualities identified by the administrators and teachers as the most important factors in promoting a highly immersive English environment include leadership, passion, and teamwork. According to the respondents, it is important for teachers to work as a team in supporting one another. The teachers in the participating schools stated that they are willing to come up with their own funding in order to sustain the programme development. Schools that had successfully implemented HIP were those that adopted a wide-school approach. Ownership and responsibility towards the HIP implementation did not just fall on the shoulders of the English teachers.

Another feature of success for HIP is the professional learning community formed between trained English teachers who worked together. They are the teachers who always strive to improve their teaching strategies through extensive readings and teachers' sharing session. They also promote the use of the material around the school as tools to improve students' creativity and critical thinking by conducting various activities. In this way, students will appreciate the materials available to them. The enculturation of English learning environment was also nurtured by promoting a school culture where English was spoken at all times.

The programme has enabled the students to improve their confidence. They were able to express themselves and apply their spoken language into their writing. Their confidence level was also improved. At the beginning of this programme, students were very passive. However, positive changes in their behaviour were noticeable; after HIP, they had better self-initiative with minimal support from the teachers.

CHAPTER FOUR

DISCUSSION

Learning and Enculturation

The results draw attention to Brown et al.'s 1989 argument on learning and enculturation where Brown and colleagues claimed that the learning process that is embedded in activity and that makes deliberate use of the social and physical context are more in line with the understanding of learning and cognition. In the schools that were examined in the present study, the English language was used every day in authentic activities: students assume a role as a radio announcer. It provides a platform for the students to use the language in a real context and in an ordinary practice of the culture. Given the opportunity for the students to observe and practice the language, they can become more confident in expressing themselves proficiently over time.

Systemic Transformation and High-Quality Professional Development

High quality professional development programs targeting academic language instruction, which are embedded into professional learning communities and well supported via school and district leadership and access to resources, can result in improvement in students' performance (Anstrom et al. 2010; Dicerbo, Anstrom, Baker & Rivera, 2014; Kim et al.,2011). The schools in the present study needed to have a buy-in regarding HIP before it could be implemented well. For sustainable change with regards to HIP implementation to occur, changes in the behaviour among the school communities (school administrators, teachers, parents and students) are crucial because they are the key persons who are responsible for implementing the changes.

Well-Planned Immersion Instruction

Researchers on language immersion instruction have to focus on students' academic performance as well as their language's literacy and cognitive skills development. The challenge is to design a comprehensive and a well-planned immersion programme to maximize the benefits of the programme and to translate the programme into a school culture. The immersion programme has its roots in the immersion approaches that have been implemented in other countries. For example, the first immersion programme that gained traction was in North America because the educators there believe in its potential to move students towards bilingual and biliteracy. Immersion language programme in areas such as St Lambert, Canada, and Miami for example, took root where educators felt that more than one language was necessary for the children's economic and social prosperity. Some of the practices included making second language as the sole medium for teaching core subject content instead of teaching the second language separately; this approach resulted in more students reaching a higher levels of proficiency. In Malaysia, the Malaysian Ministry of Education could probably reconsider the teaching of other subjects such as Sciences and Mathematics in English in schools so that students can adopt the language for all classroom communication and subject learning. In most French-immersion schools for children whose first language was not French, they learned to speak French through the academic subjects. From the French immersion system, it was discovered that the more time spent learning through French, the higher the level of proficiency in French was attained. Thus, learning the language that is embedded in learning the subject matter is an important consideration for successful language immersion.

Oral and Academic English Proficiency

Finally, it takes time for the oral and academic proficiency to develop. Hakuta, Butler and Witt (2000) showed that oral proficiency takes 3-5 years to develop even in two California districts that are the most successful in teaching English to Low English Proficiency (LEP) students. The findings are consistent with Mitchell, Destino, & Karam's (1997) study where learning of English took approximately up to 10 years before students became fully proficient in the language. The HIP implementation in Malaysia took off in 2016. With sufficient buy-in from the parties involved in the implementation of this project on the ground and with the better access to sufficient fund, it is believed that we can see the better results in few years to come.

On the other hand, more initiatives and efforts are needed to execute the HIP more efficiently. This ought to be done hand in hand by all parties, from the top position of policymakers to the ones at the grassroots comprising the practitioners such as teachers. Ania and Hanum (2017) indicated that the policy implementation process takes time; it requires research and reflection that will result in new thoughts, new methods of doing things, and inevitably new problems.

This study has shed some insights regarding the problems pertaining to the implementation of the programme, particularly on the real situation of highly immersive environment development that will benefit the English language learners. Besides, it also enlightened the policymakers on the aspects that can be further improved to enhance the effectiveness of the programmes on learners' outcomes. Perhaps, in future research, students' academic performance on national examinations, for example, can be measured before and after the implementation of the programme.

References

Ansawi, B. (2017). Promoting the 3Es (Exposure, Experience, Engagement) in an English-Rich Rural Primary School Community. *The English Teacher*, (1), 13.

Anstrom, K., DiCerbo, P., Butler, F., Katz, A., Millet, J., & Rivera, C. (2010). A review of the literature on academic English: Implications for K-12 English language learners. *Arlington, VA: The George Washington University Center for Equity and Excellence in Education*.

Archie, M. L. (2003). Advancing education through environmental literacy.

Azian Shahriman (2015). *Key challenges in transforming Malaysia's education system*. Kuala Lumpur: Pemandu, Retrieved April 2, 2018 from: http: // jci. edu. my / file / Key_ Challenges_ in _ Transforming_Malaysia_Education_System_Tengku_Azian.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational researcher*, *18*(1), 32-42.

Dian Pondika, C., Artini, L. P., & Marhaeni, A. A. I. N (2013). Developing Rich Language Learning Environment Material to Support Literacy Skills of the Fourth Grade Students of Primary Schools in Bali Province. *Jurnal Pendidikan Bahasa Inggris*, *1*.

DiCerbo, P. A., Anstrom, K. A., Baker, L. L., & Rivera, C. (2014). A review of the literature on teaching academic English to English language learners. *Review of Educational Research*, *84*(3), 446-482.

Elfers, A., & Stritikus, T. (2014). How school and district leaders support classroom teachers' work with English language learners. *Educational Administration Quarterly, 50(2)*, 305-344. doi:10.1177/0013161X13492797

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1-4.

Gobel, P., Thang, S. M., Sidhu, G. K., Oon, S. I., & Chan, Y. F. (2013). Attributions to success and failure in English language learning: A comparative study of urban and rural undergraduates in Malaysia. *Asian Social Science*, *9*(2), 53.

Groenewald, T. (2004). A phenomenological research design illustrated. *International journal of qualitative methods*, *3*(1), 42-55.

Hakuta, K., Butler, Y. G., & Witt, D. (2000). How Long Does It Take English Learners To Attain Proficiency? Paper Policy Report No. 2000-1, University of California Linguistic Minority Research Institute, Berkeley, CA.

Jobstreet.com (2015, Dec 8). *Employers: Fresh Graduates Have Unrealistic Expectations,* Retrieved June 2,2018 from https://www.jobstreet.com.my/career-resources/employers-fresh-graduates-unrealistic-expectations/#.WxKMfPk0-XM

Kaur, N. (2006). Non-autonomy and low-English proficiency among Malaysian students: Insights from multiple perspectives. *Kamisah Ariffin, Mohd. Rozaidi Ismail, Ngo Kea Leng, & Roslina Abdul Aziz.(Eds.), English in the Malaysian context*, 21-34.

Kim, J. S., Olson, C. B., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D., & Land, R. E. (2011). A randomized experiment of a cognitive strategies approach to text-based analytical writing for mainstreamed Latino English language learners in grades 6 to 12. *Journal of Research on Educational Effectiveness*, *4*(3), 231-263.

Kothari, C. R. (2011). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.

Lian, A., & Pertiwi, W. H. S. (2017). Theorising for Innovation: Implications for English Language Teacher Education. *GEMA Online® Journal of Language Studies*, *17*(3).

Mitchell, D. E., Destino, T., & Karam, R. (1997). Evaluation of English Language Development Programs in the Santa Ana Unified School District. A Report on Data System Reliability and Statistical Modeling of Program Impacts.

Nunally, J. C. (1978). Psychometric theory. New York, NY: McGraw-Hills.

Robinson, P., & Shepard, R. (2011). Outreach, applied research, and management needs for Wisconsin's great lakes freshwater estuaries: A Cooperative Extension needs assessment model. *Journal of Extension*, *49*(1), 13.

Rooney, N. (2017). Whole School Approaches to Supporting English Language Learners in Public Elementary Schools.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Lester, S., (1999).‘An Introduction To Phenomenological Research,’ Taunton UK, Stan Lester Developments (Www.Sld.Demon.Co.Uk/Resmethy.Pdf).

Ministry of Education Malaysia. (2012). *The Malaysia education blueprint 2013-2025: Preliminary report*. Putrajaya: Kementerian Pelajaran Malaysia.

Ministry of Education Malaysia. (2016). *The Highly Immersive Programme (HIP) English Language.* Putrajaya: Kementerian Pelajaran Malaysia.

Musa, N. C., Lie, K. Y., & Azman, H. (2012). Exploring English language learning and teaching in Malaysia. *GEMA Online® Journal of Language Studies*, *12*(1).

Plough, B., & Garcia, R. (2015). Whole School English Learner Reform: A Heuristic Approach to Professional Learning in Middle Schools. *Planning and Changing, 46(1)*, 21-41.

Rooney, N. (2017). Whole School Approaches to Supporting English Language Learners in Public Elementary Schools, (April).

Rozana Sani (2015). All-round concerted efforts needed.*The New Strait Times*. Retrieved from: http://www.nst.com.my/news/2015/12/117441/all-round-concerted-efforts-needed

Sammons, P. (2010). The contribution of mixed methods to recent research on educational effectiveness. *Handbook of mixed methods research (2nd ed.). Thousand Oaks, CA: SAGE*, 697-721

Sammons, P., Davis, S., Day, C., & Gu, Q. (2014). Using mixed methods to investigate school improvement and the role of leadership: An example of a longitudinal study in England. *Journal of Educational Administration*, *52*(5), 565-589.

Slavin, R. E., & Madden, N. A. (2007). Success for All: Prevention and early intervention in school-wide reform. *RE Slavin and NA Madden, Two million children: Success for All. Thousand Oaks CA: Corwin*.

Slavin, R. E., & Madden, N. A. (2000). Roots & Wings: Effects of whole-school reform on student achievement. *Journal of Education for Students Placed at Risk (JESPAR)*, *5*(1-2), 109-136.

Sohn, B. K., Thomas, S. P., Greenberg, K. H., & Pollio, H. R. (2017). Hearing the voices of students and teachers: A phenomenological approach to educational research. *Qualitative Research in Education*, *6*(2), 121-148.

Téllez, K., & Manthey, G. (2015). Teachers' perceptions of effective school-wide programs and strategies for English language learners. *Learning Environments Research, 18(1)*, 111-127.doi:10.1007/s10984-015-9173-6

Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English language learners. *Educational Administration Quarterly, 47(4)*, 646-688. doi:10.1177/0013161X11401616

Turuk, M. C. (2008). The relevance and implications of Vygotsky's sociocultural theory in the second language classroom. *Arecls*, *5*, 244–262.

Wang, Y. F., Petrina, S., & Feng, F. (2017). VILLAGE—Virtual Immersive Language Learning and Gaming Environment: Immersion and presence. *British Journal of Educational Technology*, *48*(2), 431-450.

Yamat, H., Fisher, R., & Rich, S. (2017). Revisiting English Language Learning among Malaysian Children, *10*(3), 174–180. https://doi.org/10.5539/ass.v10n3p174

Zhang, L. J., & Zhang, D. (2013). Thinking metacognitively about metacognition in second and foreign language learning, teaching, and research: Toward a dynamic metacognitive systems perspective. *Contemporary Foreign Languages Studies*, *396*(12), 111-121.

APPENDIX A: INFORMED CONSENT FOR PARTICIPATION

UNIVERSITI MALAYSIA SARAWAK
FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT

HIGHLY IMMERSIVE PROGRAMME (HIP) : EXPLORING AN IMMERSIVE ENGLISH LEARNING ENVIRONMENT AND ITS EFFECT ON STUDENTS' PERFORMANCE

INFORMED CONSENT FOR PARTICIPATION

This study aims to explore the effectiveness of the Highly Immersive Programme (HIP) implemented in 79 primary schools in Serian District, Sarawak and its effect on students' performance.

Your participation in this study is voluntary. You are free to withdraw and discontinue your participation at any time. In the event you choose to withdraw from the study, all information you provided will be omitted from the final paper.

Insights gathered from you and the other informants will be used in writing a qualitative research paper and will be presented in the ***KML6066 Research Paper*** course in Masters in Learning Sciences Programme. The paper will also be published in a journal that will be identified by me and my supervisor. Though direct quotes from you maybe used in this paper, your name and other identifying information will be kept anonymous.

It is hoped that the research findings can be used as a reference to the Malaysian Ministry of Education and other relevant parties to evaluate the effectiveness of HIP.

If you have any questions or concerns, please contact the researcher, **Brenda Nyapus** at **013-8045991** or **082-874104**.

Thank you for your participation.

The Researcher,

Brenda Nyapus
Student's ID: 16030351
Faculty of Cognitive Sciences & Human Development
Universiti Malaysia Sarawak

By signing this consent, I _____ agree to the terms of this agreement.

(_____) (_____)

Signature Date

APPENDIX B : APPROVAL FROM THE MINISTRY OF EDUCATION MALAYSIA

KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(531)
Tarikh : 21 Mac 2018

BRENDA ANAK NYAPUS
NO. KP : 771224135840

NO. 561, LOT 1756, COUNTRY VIEW ESTATE
BT.11, JALAN KUCHING/SERIAN 93250 KUCHING
SARAWAK

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

" HIGHLY IMMERSIVE PROGRAMME (HIP) EXPLORING AN IMMERSIVE ENGLISH LEARNING ENVIRONMENT AND ITS EFFECT ON STUDENTS PERFORMANCE "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **21 Mac 2018** hingga **28 Mei 2018** .

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini.Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"SEHATI SEJIWA"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN SARAWAK

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

APPENDIX C : THE QUESTIONNAIRE

HIGHLY IMMERSIVE PROGRAMME (HIP): EXPLORING AN IMMERSIVE ENGLISH LEARNING ENVIRONMENT AND ITS EFFECT ON STUDENTS' PERFORMANCE

This questionnaire aims to explore the effectiveness of the Highly Immersive Programme (HIP) implemented in 79 primary schools in Serian District, Sarawak.

The questionnaire is to be filled by the headmaster or headmistress, HIP coordinator, 2 English language teachers and at least 1 teacher of other subjects in the school. Your honest views towards the items in the questionnaire are greatly appreciated. All information regarding the respondents within this questionnaire will be kept confidential.

SECTION A: SCHOOL'S BACKGROUND

1	Name of School and Address :	
2	School's Code :	
4	Total number of teachers in the school	
5	Number of teachers teaching English	

SECTION C: RESPONDENTS' DEMOGRAPHIC BACKGROUND

Please tick (√)

1. **Age Group**

20 – 30 years old	
31 – 40 years old	
41 – 50 years old	
50 years old and above	

2. **Gender**

Male	
Female	

3. **Designation**

Headmaster / Headmistress	
HIP Coordinator	
English language teacher	
Other subjects' teacher	

4. **Years of teaching experience**

Less than 10 years	
10 to 20 years	
More than 20 years	

SECTION D: EVALUATION OF THE EFFECTIVENESS OF HIP

Please circle the most appropriate scale for each item.

The following scale and descriptors are used in this section.

Scale	Descriptors
1 – Minimal	hardly or very little evidence to reflect the content of the item.
2 – Average	occasional or some evidence to reflect the content of the item.
3 – Good	much evidence to reflect the content of the item.
4 – Excellent	content in the item is a daily culture and an ongoing activity within the school.

D1: DEVELOPMENT OF A HIGHLY IMMERSIVE ENVIRONMENT

		Minimal	Average	Good	Excellent
1	The school's physical environment is rich with English resources/materials.	1	2	3	4
2	The English resources/materials promote language use among students.	1	2	3	4
3	The language resources/materials promote students' critical thinking skills.	1	2	3	4
4	The English language resources/materials promote students' creativity.	1	2	3	4
5	The language resources/materials promote students' English proficiency.	1	2	3	4

D2: DEVELOPMENT OF THE WHOLE SCHOOL APPROACH

		Minimal	Average	Good	Excellent
6	School Head shows involvement in HIP activities.	1	2	3	4
7	School Head ensures that the school community (teachers, gardeners, cleaners, support staffs, security guard, canteen operators etc.) is involved in HIP.	1	2	3	4

8	Teachers across subjects contribute to HIP activities.	1	2	3	4
9	All teachers encourage students to take part in English language activities.	1	2	3	4
10	Students take charge of their language learning.	1	2	3	4
11	The school encourages parents to be involved in language activities in school.	1	2	3	4
12	The school encourages the alumni to be involved in language activities in school. (if applicable)	1	2	3	4
13	The school encourages the community to be involved in language activities in school.	1	2	3	4

D3 : STUDENTS' LANGUAGE OUTCOMES

The HIP activities in the school support students' English language development in the following ways:					
		Minimal	Average	Good	Excellent
14	Students understand spoken or verbal information in English language.	1	2	3	4
15	Students participate in language activities.	1	2	3	4
16	Students develop confidence in using the English language.	1	2	3	4
17	Students develop the ability to communicate in English in a variety of contexts.	1	2	3	4
18	Students develop fluency in using the English language.	1	2	3	4
19	Students take part in discussions using English.	1	2	3	4
20	Students can describe events and experiences in English.	1	2	3	4
21	Students can give opinions in English.	1	2	3	4
22	Students can make clear announcements on various topics in English.	1	2	3	4

23	Students can make presentations on a variety of topics in English.	1	2	3	4
24	Students understand main ideas read in English language materials.	1	2	3	4
25	Students can synthesise information from a variety of sources in English.	1	2	3	4
26	Students can produce written text on a range of topics in English.	1	2	3	4

D4: CHANGES IN STUDENTS' BEHAVIOUR

		Minimal	Average	Good	Excellent
27	Students show positive change in behaviour towards using the English language.	1	2	3	4
28	Students organise language activities in schools.	1	2	3	4
29	Students help other students in learning English.	1	2	3	4
30	Students self-initiate English language activities in schools.	1	2	3	4
31	Students develop values that promote national identity by participating in the English language activities in school.	1	2	3	4
32	Students develop problem solving skills by participating in the English language activities in the school.	1	2	3	4

D5 : HIP ETHOS IN SCHOOL

For question 33 and 34, please circle either 1, 2, 3 or 4 to indicate the HIP ethos in your school.

	1	2	3	4
33	Students, teachers and administration begin to recognise the importance of English language	Students, teachers and administration demonstrate actions to support HIP	Students, teachers and administration embrace the HIP philosophy	Students, teachers and administration embrace the HIP philosophy and extend this to include the wider community.

	1	2	3	4
34	The school environment shows that HIP activities are beginning to take place.	The school environment shows that HIP is a common practice.	The school environment shows some evidence that HIP is embedded in the school's directions.	The school environment shows some evidence that HIP is a culture within the school.

END OF QUESTIONNAIRES. THANK YOU

APPENDIX D: INTERVIEW TRANSCRIPT

EXPLORING AN IMMERSIVE ENGLISH LEARNING ENVIRONMENT AND ITS EFFECT ON STUDENTS' PERFORMANCE

	Interview Questions with the school administrator
Researcher:	Ok, Cikgu, our first objective is to explore how are the school heads of one school effectively supporting English language learners in a Highly Immersive Programme**.** Can you share with me how do you create a conducive English environment in school?
Teacher:	*Well, here in SK Rayang, we give the chance to the students to speak and communicate in English especially before the actual lesson. So every day from Monday to Friday, we are having our morning assembly where students take part, students are the emcees, they set everything, from the PA system to any announcement except for the announcement made by Pks and the teachers themselves. And then, we, In SK Rayang, we try to encourage the students to speak, even though they speak in broken English, sometimes they mixed it with their BM and their Bidayuh language but it's ok, like what Dato Seri Michael Manyin told us, ask them to speak, if they can speak, if they're motivated to speak, then they will have the courage to speak and this this will make them more confident in speaking English in school.*
Resercher :	How often do you speak English with your teachers, students, parents and other people around you in school?
Teacher :	*Aaa.. From what I see, here in SK Rayang, I think 70% of the teachers, they are willing to speak in English when we communicate with them. There are few teachers, they feel not confident to speak in*

	English especially the Bahasa teachers: BM teachers but I told them, we need to force ourselves, we need to talk, and don't feel that we are not good n English, because everybody is learning, that's why now when we greet them in English, they respond to us in English, even we have our teachers, who are willing to learn from us, when they talk or speak to us, they would ask us to check their grammar, but not the grammar that matters, the think is that, we want our teachers to be confident, so that they can encourage our students.
Researcher:	How do you see yourself as a role model in promoting English activities in school?
Teacher:	*Well, as far as I'm concerned, I think I have done my part to inculcate English speaking atmosphere in SK Rayang because every day I would greet them, and then the students they greet us first even before we step out of our car, they say good morning, teacher. And then we encourage them to do activities like what we are doing in SK Rayang. Because we have few activities like Treasure hunt, English Challenge, English Hut and we have song request every day, that is during recess time.*
Researcher :	That means English is a culture now in SK Rayang.
Teacher :	*Yes, we want to make it as a culture in SK Rayang. We do not focus only on good students, so every day they are going to pick or we are going to choose. Cikgu Linda, the teachers in charge will choose the emcee for the day. And then even we have activities like reciting the multiplication table, all in English.*
Researcher:	So I believe these are the ways that you do to constantly improve your command of English, speak English every day. Is there any

	other way that you do to constantly try to improve your command of English as a role model?
Teacher:	*Read newspapers, watch English news in TV, for me this is another way to improve our English. Because when I watch TV, I would wait for English news. When I read news online pun , I will also read news in English.*
Researcher:	How do you encourage your teachers, students and staff to use English in school?
Teacher:	*In SK Rayang, because we have problem with communication but they are willing to be involved. They helped us get resources from internet, doing some laminating, cutting, put on pictures in classes. Even though it need quite lot of fund to do, but it's okay. For me the teachers are very supportive, all the teachers, we group them in few groups mixed with English teachers. We don't want to leave them.*
Researcher:	How do you promote the importance of English in the 21st century to your colleagues, students and parents?
Teacher:	*In SK Rayang first and foremost we ask them to see or look at the current issue and then now we have some policies implemented by our ministry like 21st Century learning. Aas guru pentadbir we always encourage out teachers to use 21st Century learning in their classes and try to improve the way of teaching, the methodology.*
Researcher:	Can you share with me the English activities that you have organised in school to promote the HIP, 'Rayang on Air' and what are the effect of this programme on students' language outcome? Is there any changes in students' behaviour?

Teacher:	*They can express themselves and then aaa, they have the confident,they are willing to accept the challenge given and from what I see Level 1 students are getting more involved in the programme and then we have students that were performing well in a programme (SELPI) that was held in Pichin, and then he even interviewed our chief minister. We are very proud of them. Recently, he got second in a poetry recitation competition. So in SK Rayang we feel very proud of the student. So this is the fruits that we get from this HIP programmes.*
Researcher:	How is the involvement of parents and community to assist in implementing English activities in school?
Teacher:	*Ya, through the PTA, the PIBG, we used to inform them of the programme during the PIBG meeting, when we have programme that involved the parents, like MUM and the pemuakafatan we called them, we discuss with them about their kids, their children, their performance. They are very supportive. They even help us to decorate the classes.*
Researcher:	Does your school has sufficient fund and facilities to promote English in school?
Teacher:	*We don't have sufficient fund. We come to the extend when teachers themselves have come out with their own fund. They have to spend. They have to sacrifice from their pocket. Because we have to ensure the sustainability of this programme. Because we don't want the program to die in natural ways. We need to ensure the programme is going on.*

Researcher:	What do you think are the biggest challenges in sustaining the rich English environment in school?
Teacher:	*The biggest challenge is the fund and the community because sometimes parents they don't have time to come to school. Another big challenge is because students came from different background. Sometimes when they talk to us, they use their mother tongue. But it's ok like what our minister said, let them speak so that they will have the confident.*
Researcher:	Okay, thank you very much Cikgu for your participation in this interview.

	Interview Questions with English teacher
Researcher:	How do you create a conducive English environment in school?
Teacher:	*Actually I'm the Head of English Panel. So, I tried to encourage my colleagues, we work together so, during the first meeting of every school year, we discussed what are the activities that we want to do actually. By doing so, we know what are the needs and the requirements of the students respond to lah. So we tried to encourage the students through activities which we have discussed in the meeting and then we tried to speak English at all times, if possible, actually it's not, sometimes some of the students they will*

	not respond but if possible we tried to speak English at all times. At all times, but not in the staffroom (laugh). Although I tried.
Researcher:	Why? What is the biggest challenge of not speaking English in the staffroom?
Teacher:	*In the staffroom, it's quiet a challenge because it's talking to adults and talking to children are two different matters. Ya..*
Researcher:	Do you think your school has enough facilities and materials to support the learning of English?
Teacher:	*Personally I don't think so, because right now we have the 21st century learning right. Okay, We have like we asked the students to use laptops but we don't have enough power supply. Isn't it and sometimes the classroom is not conducive. Even our computer lab is too small and then the classroom too, what we call it, seating arrangement, if we want to use it, we have to rearrange. And then, it takes time. And then also we are not financially strong. That's our main point. We are not financially strong to support the study of English because we did a lot of material, to do so like we need a lot of teaching aids, like now everything in our school is from our pocket.*
Researcher:	So, that's one strong point that SK Rayang has compared to other schools, because you are willing to come out with your own fund. Now, Can you describe how often do you use English during school event?
Teacher:	*Last week we had our Cross country, we used English and last week we had bintang kecil, it's part English and part BM, so we*

	tried to support the used of English at all times. Actually we rush for it. We ask for it. And then we have a strong support from our headmaster, Cikgu Lawrence. Even though he don't really speak good English, but tried, that's good.
Researcher:	How do you see yourself as a role model in promoting English activities in school?
Teacher:	*Actually, I have a lot of support from my colleague. Now, if I don't do it, somebody will. Here I don't think it's me alone, all of us work together. As teachers in this school, we tried to encourage the students to speak English at all times, and then we encouraged a lot of activities like this week is rather short but on Wednesday we had hour assembly in English, it's fully English. Even though some of them, they don't speak grammatically correct English but it is English so we tried to do it.* *In the beginning when I first came here. I was in the dark, I don't know what to do. But I met some of the lecturers in IPG, actually if we want to do something, you really go for it. I even met Datin Evelyn from JPN* *, she's retired now. So I asked her, what really do you want us to do. So she told me do this do that, so I said fine, it is being done in school, but now it is under new heading, everybody is doing it. Our agama teachers are doing it, I will give you the list later.*
Researcher:	Do you constantly try to improve your command of English?
Teacher:	*Other than speaking, of course I read a lot, I love to read. Like I have his group of friends , we exchange books if you buy one, u tell me which one you buy so I don't have to buy that, so I buy another*

	one. And then I also join the resource teachers group. They are very helpful, we exchange ideas, we meet a lot, actually we are meeting this week which is good.
Researcher:	How do you motivate yourself to try creative ways in the teaching and learning of English?
Teacher:	*I try to update wah , update myself first because I din't update myself , how am I going to help my students. And I try to make the activities as fun as possible as a I can, which is not fun. Because I'm teaching the upper class. Year 6, they are more exam oriented, so if we play too many games I have to aaa. Like tomorrow is a holiday but I have to ask my students to come because last week I missed 2 hours of my class.*
Researcher:	Can you share with me the English activities that you have organised in school to promote the HIP - 'Rayang on Air' and what are the effect of this programme on students' language outcome? Is there any changes in students' behaviour?
Teacher:	*Students become more confident when they speak. And then Rayang on air, we have song request. We tried Rayang on air, we have request, news update. Some teachers they update their clubs activities, so they can update through radio Rayang. And then birthdays , they will see. But mostly on request, the students will fill in the forms and then the dee jay will read it out.* *They used to be very passive, but now it seem's like everybody wants to take a turn which sometime we feel that there is not enough days in a week to fill all the students, because year 4 to six, they are about 70 of them so in one week we only have 5 days, and in one time I can only get 2 students to speak. So I have to divide all the*

	time so they said me "teacher, when is my turn? so I said I cannot do it so you have to follow your turn". *In terms of, orally they become more confident, orally, in terms of writing they have an improvement. For my Year 5 because I'm teaching Year 5 and 6 so I noticed that they used the script, what they remember they write it out, they used some of the words, some of the grammar so I think its ok but it takes time, nothing good you know, Rome is not build in one day, nothing good can be done in one day, so it takes times.*
Researcher:	In your opinion, how to ensure the sustainability of this programme?
Teacher:	*Actually this programme has been running for so long but we don't put it uder HIP, isn'it? We have the NILAM, We have the big book, we have the USSR, so many, but now they just put it under one umbrella, so it's called HIP, so how to sustain it? It depends on the school actually, and the teachers, because some teachers said it's a burden, to us it's not a burden, because we love to do it, ya when you like something, and then you know it's your job, do it so to sustain it, the teachers have to be motivated to do it. You have to like something to do something.*
Researcher:	Okay, Cikgu. Thank you very much for your cooperation. It's very encouraging to talk to you.

APPENDIX E: THE IMPLEMENTATION OF HIP

English Idioms were displayed around the school's compound

In-class Activity

Out-of-classroom activity, Radio in School.

Out-of-classroom activity, Ted-Ed Club (i.e., a Public Speaking Club)

The Initiative by the Sarawak Government to Support HIP