

ENGLISH LANGUAGE CENTRE (ELC)

Our Mission

To deploy differentiated learning principle and encourage proactive learning approach to elicit joy and sense of fulfilment in learning English

Our Vision

To equip students with English language skills for personal and career development with competency essential for globalisation

Policy

We are committed to ensuring an all-round development in the teaching and learning of the English language through continuous improvement.

Strategies

1. To develop a school-based ELT workshop based on needs analysis
2. To revamp the Powerhouse and Unlock programmes to reach out to lower progressive students
3. To carefully pace out the competitions and activities to free up more class time for effective classroom teaching
4. To attend more workshops on AI related tools to facilitate classroom teaching and learning
5. To fully utilise the Free Mini Library at the canteen to encourage extensive reading
6. To revamp of EAP course structure to better prepare students for SUEC

Achievement Report 2024

Academic Report			
Highest Level of the Form	Target	Actual Performance (%)	+ / -
J1 T3	100%	100	/
J2 T4		100	/
J3 T5		100	/
S1 T5 (ad)		98.95	- 1.05
S2 EAP 1		98.49*	- 1.51
S3 EAP 2		100	/
Other Levels of the Form		Target	Actual Performance (%)
J1 T2	90%	72.50	- 17.50
J2 T3		75.25*	- 14.75
J3 T4		72.82	- 17.18
S1 T5 (av)		78.96*	- 11.04
S2 T5		93.84	+ 3.84
S3 EAP 1		81.14	- 8.86

* Levels that have students with special cases.

External Exams

1. 2023 Senior UEC: 100% (Achieved), 36.9% A's (Achieved)
2. 2023 Junior UEC: 99.16% (Not achieved), 21.27% A's (Not achieved)
3. 2023 SPM: 100% (Achieved), 45% A's (Achieved)
4. 2024 IELTS Exams: 90.9% (Not achieved)

Teacher Development

External workshops:

1. Sunway EAP Symposium (optional)
2. 2024 MICSS Senior English Teachers Training Programme: Writing (optional)

Student Development

Workshop by external speakers / Non-ELC teachers:

1. Poem Writing by Emeritus Professor Malachi Edwin and Associate Professor Dr Too Wei Keong
2. Video Editing by Mr Gan Yang Zhoa, Hin Hua High School

Reading Clubs:

1. Reading Club #14: The Girl who Drank the Moon
2. Reading Club #15: Fahrenheit 451
3. Reading Club #16: The Cat who Saved Books
4. Reading Club #17: The Giraffe and the Pelly and Me
5. Reading Club #18: The Boy in the Dress

Workshop by ELC teachers:

1. Presentation Design by Mr Dannie Mar
2. Hand Lettering & Calligraphy by Ms Jolyn Ong

Others:

1. International English Day Activities (23 April 2024)

ELC Cultural Diversity Events:

1. Christmas Bake-off by ELC and Culinary Society
2. Christmas Arts & Crafts by ELC & Handicraft Society
3. Christmas Tidings of Cheer Charity Gifting

Aims and Objectives for Academic Year 2025

No.	Aims and Objectives	Tasks
1	Continuous Professional Development	<ol style="list-style-type: none">1. To attend CPD workshops (eg. AI tools, well-being, teaching and learning strategies)2. To enhance the quality of exam papers through undergoing training sessions on strategies of setting of exam questions3. to conduct TKC for teachers who joined ELC starting 2023
2	Strengthening the quality of classroom teaching	<ol style="list-style-type: none">1. To ensure the lesson plans prepared under the Lesson Study project are well carried out.2. To provide timely assistance to teachers through close monitoring system.3. To continue Infographic in S2 classes; Self Introduction Video in S3 classes to make the PBL more meaningful and relevant.
3	Promoting Student Development	<ol style="list-style-type: none">1. To continue the Power House Programme targeting students with specific language learning needs2. To conduct more English-related workshops and activities.3. To promote the appreciation of literature texts through Reading Clubs, the 3rd Creative Writing Award and related workshops
4	Improving students' results in public examinations	<ol style="list-style-type: none">1. To make full use of past-year papers and self-compiled materials.2. To enhance the self-paced preparation on IELTS and Cambridge Assessment English through the special Google Classrooms.3. To continue Unlock programme to further enhance students' familiarity and confidence towards the SUEC exam

兴华中学英文教学结构

缘起：本校在 1980 年代初期起，在不同阶段针对英文教学方面尝试小班制和能力分层次教学，希望能针对不同学习能力和需求的学生做更有效的教学，以实践因材施教的理念。结合多年的努力，在环境、教材、师资等条件已逐渐成熟之下，本校在 2009 年开始在英文科采用能力分小班制配合分层次教学，打破以年级配置教材的传统做法，改为以能力基础配置教材，进行小班制教学。其目的在于让基础能力佳的学生不论在深度、广度和速度都能切合所需，大部分中等能力的学生可以继续稳定发展，而能力较为薄弱的学生则得以在正确的起点稳固基础，为因材施教做下更明确的注解，也减轻学生的焦虑，在情意上更能投入有效的学习。

能力编班：新生在开学时参与水平测试并按成绩编班。英文最低层级为 **TH!NK 2**，最高层级为 **EAP2** (*English for Academic Purposes* 学术英语班，类似大学先修班英文)。

课本：采英国剑桥大学出版社的 TH!NK，此教材是根据欧洲共同语文参考架构所撰，涵盖五级语文能力(CEFR A1, A2, B1, B2, C1)；**EAP** 班采用 *English for Academic Purposes (Advanced)*，每周上课 5 节。

校外考试：高初中统考英文为必考科目，国家教育考试(SPM)、英国剑桥英文评核考试 *Cambridge Assessment English* 及 IELTS 的考试题型也涵盖在平时教学进度中。

多元评量：除了每学期的期末考试，学生平时也接受多元的评量如听讲测试、写作能力、小测验、专题报告等。

辅助课程：除了正规课堂学习之外，本校通过其他辅助课程或学艺比赛活动鼓励、促进英文的学习，并开发学生的潜能。

17-12-2019 再修订

26-12-2020 再修订

English Language Programme Structure

Background

Since the 1980's, our school has been exploring the effectiveness of small class differentiated teaching methods for our English language programme. The purpose is to cater to a spectrum of students with diverse backgrounds in proficiency and learning style. In 2009, after nearly three decades of experience and efforts in this area, we are convinced that this learner-centred teaching method is the way to go to achieve higher efficacy of non-native speakers to acquire the English language. Students in this new scheme will be assigned proficiency-appropriate, rather than age-appropriate, English classes. The aim is to allow students with similar abilities to group and progress in more unified ways. With student abilities normalized within a class, teachers will find it easier to assign tasks that are both relevant and challenging to the class. Hin Hua High School recognises the importance of the English language in today's world, and is committed to continuing the pursuit of excellence in our English programme.

Course Overview

COURSE Overview

Curriculum
 Coursebook:
 • THINK by CUP
 • English for Academic Purposes

Focus
 Reading
 Writing
 Listening
 Speaking
 Integrated Skills

CEFR Level	Cambridge English Exam	Assessment / Examination
EAP 2		
C1 EAP 1	Advanced	Internal: Quizzes, Class Tests, Examinations, Project-based Learning, Writing, Oral
THiNK 5		
B2 THiNK 4	First	External: IELTS, Cambridge Assessment English
B1+ THiNK 3		
B1 THiNK 2	Preliminary	
A2 THiNK 1*	Key	
A1 THiNK Starter*		

*THiNK Starter and THiNK 1 not in use in HHHS.

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Placement

New and Junior One students will be required to sit for a placement test at the beginning of the academic year. Based on the performance, each student will be placed in one of six proficiency levels: THiNK Level 2, 3, 4, 5, EAP or EAP2 (English for Academic Purposes).

Coursebook: *THiNK, English for Academic Purposes (Advanced)*

The coursebooks are published conforming to the recommendation of the *Common European Framework of Reference for Languages*, which are divided into five proficiency levels and deploy a communicative, task-based and learner-centred model of instruction.

Five periods per week are allocated to cover the syllabus of the coursebook.

The UEC and KBSM, Cambridge Assessment English and IELTS syllabi

In addition to the basic coursebook which covers the scope recommended by the *Common European Framework of Reference for Languages*, our English programme also incorporates the UEC, KBSM, Cambridge Assessment English and IELTS syllabi and formats of examinations. This is to ensure local and international examination requirements are met.

Evaluation

Assessment <i>(formative & summative)</i>	Scope	Weight
Quizzes and class tests	Continual assessment in class and literature component.	20%
Semester examination	Reading, writing and integrated skills including grammar and vocabulary based on the course enrolled.	35%
Listening & Speaking*	Listening tests, reading aloud, public speaking, role play and presentations conducted in class	15%
Writing	Regular writing assignments	10%
Project-based Learning	Thematic projects	10%
Class assessment	Submission and quality of work	10%
Total		100%

**Note: The 'Oral' grade on the Report Card is a reflection of both Listening & Speaking.*

At the end of a semester, students with outstanding performance may be recommended by the teacher to be promoted to the next level of proficiency. Where necessary, a promotional placement test and interview may be set up to substantiate such promotion.

Co-curricular Activities and Competitions

Students are encouraged to participate in English-related activities to enhance their learning experiences and interests in the subject matter. As a form of encouragement and recognition, students' participation and achievements will be reflected in their progress reports.

Revised on 17 December 2019

Revised on 26 December 2020

Revised on 10 December 2024
