

**THE PERCEPTIONS OF TEACHERS REGARDING THE USE
OF THE ENGLISH LANGUAGE IN TEACHING MATHEMATICS
AND SCIENCE:
A STUDY IN JOHORE**



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ABSTRACT

The purpose of this study was to investigate the perceptions of teachers regarding the use of the English language in teaching Mathematics and Science in schools. The sample comprised 548 teachers from eighteen selected schools in the state of Johore. The study studied the effect of the socio demographic background of teachers on their perceptions towards the policy. Their perceptions were both positive and negative. The relationship between the teachers' acceptance and their perceptions was also investigated. The tests used were the independent samples t test, ANOVA and multiple regression analysis.

It was found that generally the teachers agreed with the policy proposed by the government but they had their own perceptions regarding the implementation of the policy. Their socio demographic background also had some impact on their perceptions.

CHAPTER ONE

1.0 INTRODUCTION

The importance of English as a second language cannot be denied. It is not only a medium to negotiate trade and business deals but more importantly it is also a medium to obtain information and knowledge. Thus the concern of the Ministry of Education in Malaysia is well founded. Many factors are associated with the lack of proficiency of the English language. One of the main factors which is mentioned as the cause for this situation is the lack of preparedness or readiness among teachers. The readiness of teachers is critical to the success of public education, the well being of students and the future of our society. To face the upcoming challenges in today's world, we need to prepare our students and teachers for a more complex and intellectually demanding environment. Thus the study about teachers' attitudes, perception and preparedness will be one of the most important elements for effective education.

1.2 Place Of English language In Malaysian Schools

English language teaching was first introduced in Malaysia in the early part of the nineteenth century by the British colonial government through the setting up of English medium schools. Between 1970 and 1990 English Language Teaching (ELT) underwent major changes. Phase I began in 1970 when common content ELT syllabuses were introduced in the school system with the implementation of the National Education Policy. Phase II began in 1983 when the whole school