

## Dual Language Programme in Malaysia: A Boon or A Bane

The Malaysian education system has undergone struggle in implementing English for the Teaching of Mathematics and Science (ETeMS) policy. This policy is meant for students to master Science, Mathematics and English to compete in the global arena. Furthermore, research in second language acquisition suggests that a second language is most successfully acquired when there is enough opportunity to engage in meaningful use of that language. In Malaysia, there is a cluster of students reinforcing their preference over the English language in learning Science and Mathematics as it facilitates their understanding better. On top of that, the issue of English competency and proficiency among Malaysian students has also led to the execution of programmes and policies related to English language enhancement. In relation to this, as the ministry recognises all educational parties' concern in identifying a radical plan to expedite students' English mastery, Dual Language Programme (DLP) comes in implementation. DLP which started in 2016, offers flexibility to participate in the programme. DLP does not make English mandatory to be used in the teaching and learning process, unlike ETeMS. On top of that, the proposal espouses the use of English as the avenue to learn Science and Mathematics. This nationwide project scrutinises the feasibility of the DLP from various lenses involving students, teachers, parents, administrators and experts. Therefore, this book accumulates stories and voices of the interest groups involved in the programme. It is essential to depict their concerns as they have the first-hand experience in the programme. This book illuminates the project especially on the findings. The utmost importance is to describe the current status of DLP in Malaysia as a means to better its execution. Towards the end of the book, some suggestions and implications are put forward for the benefit of the programme.

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