Assessment of the lower secondary Chinese language syllabus among teachers

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Abstract: The study was conducted based on the conceptual framework of CIPP to evaluate teachers’ view on Chinese language syllabus at lower secondary schools in Selangor State, Malaysia. The study involved 111 teachers from Chinese schools from different backgrounds. Questionnaires were used as the research instrument and research questions used Likert scale as the measurement. The results showed the students in NTSS appreciate the aesthetic values better in the process of teaching and learning of Chinese language, but the students at NBS performed better in interpersonal skills and maintaining the skills of information. Three hours was not sufficient for teaching Chinese language for the teachers. The results of t-test showed no significant differences in views between the teachers from NBS and NTSS in their assessment of the syllabus. Teachers recommended that they should be given more opportunities in curriculum planning and that the syllabus objectives should be summarised.

Keywords: context, input, process, and product; CIPP; Chinese language; syllabus; secondary schools; teachers.


Biographical notes: Fong Peng Chew is a Senior Lecturer at the Faculty of Education, University of Malaya, Kuala Lumpur. She teaches language at post-graduate level. Her areas of interest are language education, literature education, and children literature. She has published five books, 53 articles published in journals, 35 papers in conference proceedings, 21 chapters in books, ten translated books including creative writings, four edited books and creative writings.

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