

**THE USAGE OF TEACHING COURSEWARE IN
TEACHING AND LEARNING OF MATHEMATICS
IN SECONDARY SCHOOLS**

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ABSTRACT

(English)

This study aims to determine the usage of teaching courseware in teaching and learning of Mathematics in secondary schools. A total of 55 teacher data samples and 100 student data samples were taken from schools of Kinta District, Ipoh, Perak. All data was analyzed using the SPSS 11.5 program. The major findings of the study were that the usage level of the teaching courseware by teachers is satisfactory and the learning through Mathematics teaching courseware was well-received by the students. Implication of the study is that Mathematics teaching courseware is an effective tool in the transition period caused by the change of language used in teaching and learning Mathematics.

This project paper should be able to provide us with insights into different aspects related to the usage of the teaching courseware. Hence provide information for further planning and implementation of the teaching courseware usage in future.

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Chapter 1

Introduction

1.1 Overview

In the course of achieving its objectives for the future titled Vision 2020, Malaysia is highly committed in providing education to all and in meeting the goal of producing robust individuals to meet challenges of the competitive world. In June 2002, the Ministry of Education (MoE) Malaysia announced that the teaching and learning of Science and Mathematics would be conducted in English. Teaching and learning of Science and Mathematics in English (TeLeSME) program, more commonly known as PPSMI, *Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris*, had finally gotten off the ground in 2003 for students of Year 1 primary, Form 1 and Form 6 secondary.

Teachers as the teaching and learning facilitators will play important roles in this new wave of education. Hence, MoE Malaysia had made efforts to provide help and guidance to Science and Mathematics teachers who are less proficient in English. To ensure that teachers of Mathematics and Science acquire basic capacity to use English as the medium of instruction, an imperative measure was taken in due course. The program had started another shift in the teaching and learning of these two subjects. Information and communication technologies were brought in as an