

ABSTRACT

This study analyses opinion editorials published by *Sin Chew Daily*, a Chinese language newspaper in Malaysia. The editorials were on the issue of teaching mathematics and sciences in English. The researcher analyzed 28 opinion pieces published between June to August, 2009. The theoretical framework of critical discourse analysis (CDA), specially the discourse-historical approach (Wodak 2001, 2009) has been adopted to analyze the construction of the issue of the medium of instruction by the newspaper.

The result shows that the editorials published by the *Sin Chew Daily* consistently argued for a mother tongue education at the primary school level and English at the secondary level to teach mathematics and sciences. The authors of the opinion pieces used specific strategies, e.g., they referred to the authenticity of the Chinese culture and unique identity to support the mother tongue argument. On the other hand, ‘technology and science-based knowledge being transferred mostly in English’ has been used as an argument for teaching in English at the secondary level. In this study, the researcher also reports the linguistic means (i.e., metaphors and modal verbs) used by the authors to establish the strategies and the contents of the opinion pieces.

ABSTRAK

Projek ini mengkaji pendapat editor yang diterbitkan oleh Sin Chew Daily, iaitu sebuah surat khabar Bahasa Cina yang terdapat di Malaysia. Editorial yang dibincangkan dalam kajian ini adalah berkaitan dengan masalah pengajaran matematik dan sains dalam Bahasa Inggeris. Penyelidik telah menganalisis 28 pendapat yang diterbitkan di antara bulan Jun hingga Ogos 2009.

Kerangka teori analisis wacana kritis (CDA), khususnya pendekatan wacana-bersejarah (Wodak 2001, 2009) telah digunakan semasa menganalisis pembangunan masalah pengantar oleh akhbar.

Keputusan kajian menunjukkan bahawa editorial yang diterbitkan oleh Harian Sin Chew majoriti berpendapat bahawa pendidikan Bahasa Ibunda di peringkat sekolah rendah dan Bahasa Inggeris di peringkat sekolah menengah untuk proses pembelajaran and pengajaran matematik dan ilmu pengetahuan adalah penting.

Para penulis pendapat menggunakan strategi khusus, misalannya, mereka menyentuh tentang keaslian budaya China dan identiti bangsa tersebut yang unik untuk menyokong hujah Bahasa Ibunda. Di samping itu, “teknologi dan ilmu pengetahuan berasaskan pindaan dalam Bahasa Inggeris” telah digunakan sebagai hujah untuk mengajar dalam Bahasa Inggeris ketika berada dalam peringkat kedua. Dalam kajian ini, penyelidik juga melaporkan erti linguistik (iaitu, metafora dan verba modal) yang digunakan oleh pengarang untuk menetapkan strategi dan isi pendapat

ACKNOWLEDGMENTS

This research paper would not have been possible without the help and support of many individuals. First and foremost, I would like to express my deepest gratitude to my supervisor Dr. Mahmud Hasan Khan, for his unstinting support, patience, guidance.

I am most appreciative of Dr. Mahmud Hasan Khan gave me this chance to learn, acknowledge this serious issue in a multi-racial country, which I couldn't have noticed as I have lived in a monolingual context (The Republic of China). It's my pleasure to have Dr. Mahamud Hasan Khan as my supervisor.

Also, my sincere appreciation goes to my family, definitely, without their support I could not have finished this project paper. I thank my friends, especially, Pei Lin, Yan Chao and Wang Xue who helped me for translation and grammatical correction. I also thank my uncle Mohammed Ma Xu for constructive and critical comments on my research project.