



UUM
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NEWS HIGHLIGHTS



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Page: 7

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THE proposal to introduce Malaysian Sign Language (BIM) into schools under the 2027 curriculum is a commendable step towards fostering inclusion and empathy.

However, its success depends on thoughtful curriculum design rather than simply adding another subject to an already packed timetable.

Instead of allocating additional teaching hours, BIM should be integrated across existing subjects. Greetings and daily expressions can be incorporated into language lessons while topics on diversity and inclusion in Civic, Moral and Health

Sign language subject can be included without overcrowding the curriculum

Education can provide natural opportunities to practise basic sign language.

School assemblies, co-curricular activities and campaigns can further reinforce its use without increasing curriculum time.

More importantly, curriculum reform should focus on reorganising rather than expanding content. Every new initiative should be accompanied by a review of existing topics to

identify outdated or repetitive content that can be streamlined. This ensures that meaningful innovations do not become additional burdens for teachers and students.

Teachers also need adequate training and practical resources to implement BIM effectively. Without proper support, even the best intentions may add to teachers' workload.

A curriculum is not strength-

ened by adding more content but by organising learning more intelligently.

With careful integration, BIM can enrich students' learning while keeping the curriculum balanced and manageable.

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