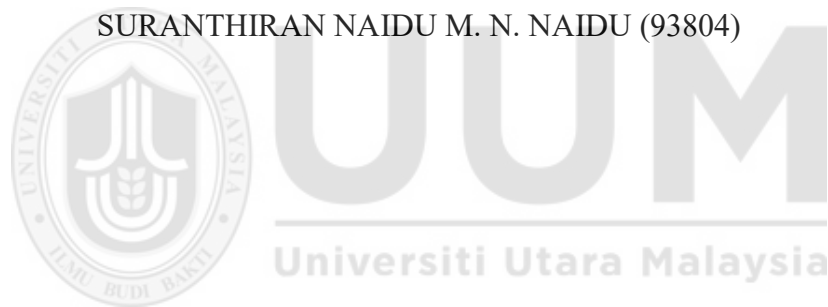


The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE NATIONAL INTEGRATION TRAJECTORY TOWARDS NATIONAL
DEVELOPMENT: THE INCULCATION DYNAMICS OF ENGLISH
LANGUAGE NATIONHOOD VALUES EDUCATION IN SELECTED
MALAYSIAN SECONDARY SCHOOLS**



A thesis submitted to the Ghazali Shafie Graduate School of Government
in fulfillment of the requirements for the Doctor of Philosophy
Universiti Utara Malaysia

2017

**THE NATIONAL INTEGRATION TRAJECTORY TOWARDS
NATIONAL DEVELOPMENT: THE INCULCATION DYNAMICS OF
ENGLISH LANGUAGE NATIONHOOD VALUES EDUCATION IN
MALAYSIAN SECONDARY SCHOOLS**



DOCTOR OF PHILOSOPHY

UNIVERSITI UTARA MALAYSIA

2017



Kolej Undang-Undang, Kerajaan dan Pengajian Antarabangsa
(College of Law, Government and International Studies)
Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa
(We, the undersigned, certify that)

SURANTHIRAN NAIDU A/L M.N. NAIDU (93804)

calon untuk Ijazah Ph.D
(candidate for the degree of)

telah mengemukakan tesis / disertasi yang bertajuk:
(has presented his/her thesis / dissertation of the following title):

**THE NATIONAL INTEGRATION TRAJECTORY TOWARDS NATIONAL DEVELOPMENT:
THE INCULCATION DYNAMICS OF ENGLISH LANGUAGE NATIONHOOD VALUES
EDUCATION IN MALAYSIAN SECONDARY SCHOOL**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada **18 Disember 2016**

*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on: **December 18, 2016***

Pengerusi Viva : **PROF. DR. MOHD KAMARULNIZAM
(Chairman for Viva) ABDULLAH**

Tandatangan
(Signature)

Pemeriksa Luar : **PROF. DR. WIDAD OTHMAN**
(External Examiner)

Tandatangan
(Signature)

Pemeriksa Dalam : **PROF. MADYA DR. ARSAYTHAMBY
(Internal Examiner) VELOO**

Tandatangan
(Signature)

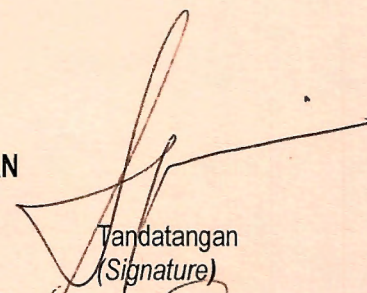
Tarikh: **18 Disember 2016**
Date

Nama Pelajar
(Name of Student) : SURANTHIRAN NAIDU A/L M.N. NAIDU (93804)

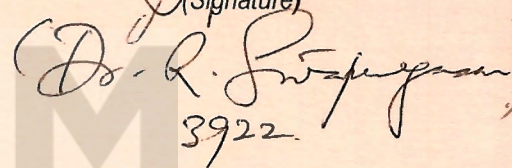
Tajuk Tesis
(Title of the Thesis) : THE NATIONAL INTEGRATION TRAJECTORY TOWARDS
NATIONAL DEVELOPMENT: THE INCULCATION DYNAMICS OF
ENGLISH LANGUAGE NATIONHOOD VALUES EDUCATION IN
MALAYSIAN SECONDARY SCHOOL

Program Pengajian
(Programme of Study) : Ph.D

Penyelia
(Supervisor) : DR. R.SIVAPEREGASAM P. RAJANTHIRAN



Tandatangan
(Signature)



3922

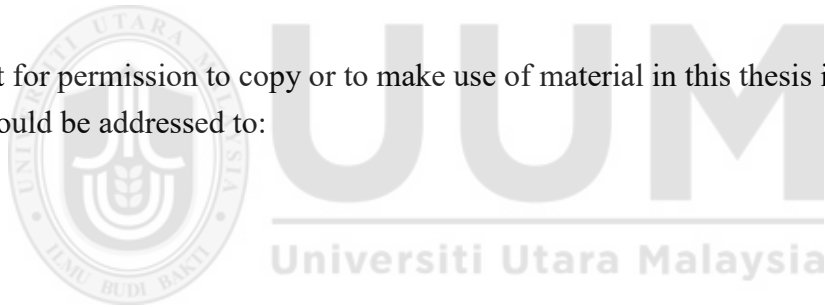


UUM
Universiti Utara Malaysia

PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for the PhD degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner either in whole or in part, for scholarly purposes may be granted by my supervisor or in his/her absence, by the Dean, Ghazali Shafie Graduate School of Government, College of Law, Government and International Studies (COLGIS). It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from this thesis.

Request for permission to copy or to make use of material in this thesis in whole or in part, should be addressed to:



Dean (Ghazali Shafie Graduate School of Government)

UUM College of Law, Government and International Studies

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman.

ABSTRAK

Masyarakat Malaysia yang disifatkan semakin berpecah belah mengikut golongan etnik pada masa kini mencerminkan suasana 'tegang-stabil' yang berterusan dalam struktur sosial negara sehingga boleh mengakibatkan pembahagian dalam sistem pendidikan. Ini dikatakan telah mengakibatkan suatu keadaan kurang memahami di antara satu sama lain, khususnya di kalangan remaja di negara ini. Isu utama adalah kurangnya pengetahuan di kalangan remaja mengenai pembelajaran berakal yang bersifat positif, terhadap perasaan yang mendalam kepada etos kesepaduan nasionalistik berdasarkan ideologi kebangsaan, yakni, Rukun Negara. Oleh itu, objektif asas kajian ini adalah, pertama, untuk menyiasat sejauh manakah kurikulum pendidikan Bahasa Inggeris sekolah awam dapat menyemai nilai-nilai kenegaraan dalam pelajar, dan kedua, bagaimana ianya dapat membantu dalam usaha pembinaan 'jambatan sosial' di kalangan remaja sekolah Malaysia itu. Justeru itu, kajian ini menggunakan kedua-dua pendekatan kajian kualitatif dan kuantitatif. Seterusnya, bagi menyiasat pernyataan masalah kajian ini di atas, metodologi kajian merangkumi bacaan dan analisis pelbagai bahan dan sumber primer dan sekunder seperti artikel jurnal, buku, bab buku, dan kenyataan rasmi kerajaan, termasuk sumber-sumber dari internet. Beberapa sesi temubual telah dijalankan dengan responden yang terdiri dari pelajar, guru, ahli akademik, dan beberapa individu awam yang dikenal pasti. Soal-selidik berstruktur digunakan di dalam kajian ini untuk mendapatkan maklumat di kalangan pelajar tingkatan dua peringkat menengah rendah, dan tingkatan empat di peringkat menengah atas, di beberapa sekolah menengah kerajaan. Dapatan kajian ini menunjukkan bahawa pelajar tingkatan dua lebih berpandangan positif daripada pelajar tingkatan empat, terhadap penerimaan nilai kenegaraan; pelajar-pelajar di kedua-dua peringkat persekolahan itu berpendapat pembelajaran nilai kenegaraan menerusi subjek Bahasa Inggeris boleh memberi kesan positif di dalam memajukan nilai kenegaraan. Pelajar menyarankan lebih banyak usaha perlu dilaksanakan oleh pihak pendidik ke arah integrasi nasional. Responden kajian berpendapat bahawa pembelajaran Bahasa Inggeris boleh menjadi landasan konstruktif bagi pembelajaran nilai kenegaraan ke arah integrasi nasional. Hampir semua responden menegaskan bahawa guru merupakan salah satu pembina negara yang utama, dan ia dilihat sebagai salah satu agen penting negara bagi memupuk 'pendidikan' berasaskan nilai kenegaraan di kalangan remaja sekolah dan seterusnya, generasi muda-mudi di Malaysia.

Kata Kunci: Integrasi Nasional, Struktur Sosial Negara, Etos Kesepaduan Nasionalistik, Rukun Negara, 'Pendidikan' Berasaskan Nilai Kenegaraan.

ABSTRACT

The ethnically ‘compartmentalised’ Malaysian society characterised increasingly today by a state of constant ‘stable tension’ in the nation’s social fabric, can be attributed to the ‘divided’ education system. This is said to have resulted today in a lack of mutual understanding, particularly amongst the nation’s growing youth. The cardinal issue here is a knowledge deficiency amongst school-youth of positive cognitive learning towards developing a deep sense of a nationalistic ethos based on the national ideology, the Rukun Negara. As such, the primary objectives of this study are to firstly, look into the extent the English Language public school education curriculum can instill nationhood values in students, and secondly, how it can contribute towards the building of strong ‘social bridges’ amongst Malaysian school-youth. Thus, accordingly, this study uses both the qualitative and quantitative research approaches. Further, to investigate the problem statement of this study, the research methodology encompassed the study and analysis of materials from primary and secondary sources, such as journal articles, books, book chapters, official government statements, including internet-based materials. Interviews were conducted, with the respondents who consisted of groups of students, teachers, academics, and certain identified public individuals. A structured questionnaire survey was used to obtain information from the form two lower secondary and form four upper secondary students in public secondary schools. The findings of this study indicated that the form two students were more positively inclined towards the acceptance of nationhood values, than form four students; both student groups felt that the ‘education’ of English Language nationhood values can further enhance the said values in students. Further, they suggested that all education authorities need to do more to achieve the goal of national integration. The respondents opined emphatically that the learning of English can be a constructive platform for the nurturing of nationhood values in students. Nearly all the respondents strongly emphasised that the teacher is one of the nation’s key nation-builders, and is a crucial agent in ‘educating’ school-youth with nationhood values-based 'education', and further, the young Malaysian generation.

Key words: National Integration, Social Fabric, Nationalistic Ethos, Rukun Negara, Nationhood Values-based ‘Education’.

ACKNOWLEDGEMENTS

I am prayerfully thankful to God Almighty for having been my light in guiding me, in all manner of challenges as they were, to complete this thesis successfully.

My heart -felt thanks to Professor Dr. Mansor Mohd. Nor of University Kebangsaan Malaysia (UKM), Professor Dato' Dr. Abdul Rahman b. Abdul Aziz, the head of the Institut Pemikiran Tun Dr. Mahathir (IPDM), and my ever helpful, constructive and abundantly supportive and motivating supervisor, Dr. R. Sivaperegasam. I am most indebted to all the above for having given me the academic support and thus, the confidence and direction, in helping me bring this study to a meaningful and successful completion. As they have always reminded me with regards the 'larger horizons' of this study, of which I am constantly learning to be ever vigilant and cognizant of, that the ramifications arising from my study, point to a fulfilling, but still an on-going national task for all Malaysian citizens.

I would also like to extend my humble thanks to the Vice Chancellor of Universiti Utara Malaysia (UUM), Professor Dato' Wira Dr. Mohamed Mustafa Ishak, the Dean of the Ghazali Shafie Graduate School of Government (GSGSG), Professor Dr. Mohd. Kamarulnizam Abdullah, the Deputy Dean of GSGSG, Associate Professor Dr. Mazlan Ismail, who, right at the beginning of my study, had supportively pointed out to me that research is a joyful and enriching venture; the Dean of the School of International Studies, Associate Professor Dr. Ahmad Bashawir Haji Abdul Ghani; Deputy Dean, School of Education and Modern Languages, Associate Professor Dr. Mohd. Zailani Mohd. Yusoff; Associate Professor Dr. Arsay Thambi and Dr. K. Sarojeni Devi of the School of Education; and, all the administrative staff of the above Universiti Utara Malaysia; Professor Dr. R. Prem Kumar, formerly the Vice Chancellor of the AIMST University, Semeling, Kedah Darul Aman; Professor Dr. Balakrishnan Muniandy, the late Professor Cheah Boon Kheng, Professor Dr. Ray Karthigesu, Professor Dr. Surash Ramanathan, Associate Professor Dr. Sundramoorthy Pathmanathan, Dato' Dr. Anbalakan Kailasam and Dr. Citartan Marimuthu of the Universiti Sains Malaysia; Mrs. Joshua Arathai, lecturer at the Wawasan Open University, Penang; Dr. Mak Kem Seng, senior lecturer at the Universiti Teknologi MARA, Merbok, Kedah Darul Aman; my academic courses class colleagues, with particular thanks to Hirwan Jasbir bin Jaafar; all lecturers of my research study reviewing panels; the kind and helpful university administrative staff; all academics and 'educators' for all their assistance in my little academic journey in UUM, towards the enhancement of knowledge of all citizen-nation-builders.

For all the encouraging support given by my family, with the research work involving my being out of the home for considerable periods of time, my humble thank you.

The education department officials of the Kedah Darul Aman, Perak Darul Ridzuan, Pulau Pinang, Terengganu Darul Iman, and the Selangor Darul Ehsan states, the district education departments, the school heads, language administrators, the classroom teachers, and last but not the least, the students involved in this study- to all the above, I will cherish the experiences and the ‘learnings’ I acquired to a great measure personally when working with them, and thus my humble thanks.

My humble thanks to Mrs. Satish Kumithini Sundrappan, a senior language teacher in a, Selangor state school in Kuala Lumpur, who assisted this researcher immensely in arranging for students and teachers to participate in the questionnaire exercise. My thanks also to Miss Theresa Sheila Angelin Mariasamy and Mr. Manimaran Palaniappen, senior language teachers in a public secondary school in Kulim, Kedah Darul Aman.

My particular thanks also to Puan Zarina Abu Bakar of the Perdana Leadership Foundation who helped arrange an interview for this research student with Dr. Mahathir Mohammad; to the Minister in the Prime Minister’s Office heading the department for national unity and integration, Tan Sri Joseph Kurup, his staff; the university academics, and the Malaysian social activists-personalities.

My humble thanks to the many ‘nation-builders’ at heart in our nation, who have assisted me in little and sometimes, ‘big’ ways, in the various tasks involved in this research study.

My humble prayers are that all the sometimes ‘passionate’ contributions by all the above in helping to enliven Malaysian national unity, can be by little but sure measures be translated into ‘lived’ nationhood values ‘education’ in our youth, and thence blossom into an open and undifferentiated sense of a common Malaysian consciousness.

God bless our nation and all humanity.

DEDICATION

In loving memory of my dear parents, and for Indra, Thina, Thaali. And for all ‘rich-hearted’ Malaysian nation-builders, endeavouring in every right, ‘small’ and ‘big’ way, towards growing together as one nation and thenceforward, attain ‘richness’ by our shared efforts and common perseverance, in God.



TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION	ii
PERMISSION TO USE	iv
ABSTRAK	v
ABSTRACT	vi
ACKNOWLEDGEMENTS	vii
DEDICATION	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
CHAPTER ONE: INTRODUCTION	
1.1. Introduction	1
1.2. Background to study	3
1.3. Problem statement	12
1.4. Research questions	17
1.5. Objectives of study	17
1.6. Scope of the study	18
1.7. Significance of the study	21
1.8. Limitations of the study	23
1.9. Organisation of the study	25
1.10. Operational definitions of terms	27
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	33
2.2 Conceptual framework of study	36
2.3 Review of related literature	36
2.3.1 Perspectives on ‘imagining’ the nation	38
2.3.1.1 Ethnic-genealogical perspective	38
2.3.1.2 Civic-territorial perspective	41
2.3.2 Theoretical framework	43
2.3.3 The Malaysian context	49
2.3.4 Perspectives on development	56
2.3.5 Efforts towards national integration	63
2.3.6. Nation-building and nationhood values education	73
2.3.7. The Rukun Negara national ideology- Cultivating Malaysian nationhood	79
2.3.8. Education psychologists Jean Piaget and Lev Vygotsky on holistic learning: Pedagogical implications for nationhood values formation and cognitive development in children	86
2.3.9. Malaysian youth- The foundational promise for social integration in Malaysian society	92
2.3.10. Language values education	101
2.3.11. Nations and nation-building	112
End notes	
CHAPTER THREE: METHODOLOGY	
3.1. Introduction	125
3.2. Research design	125
3.3. Population and sample	130
3.4. Instrumentation	135

I. Questionnaire items for the Malaysian national secondary school forms 2 and 4 students	137
II. Open-ended questions/in-depth interview questions with the forms 2 and 4 student groups	137
III. ‘Scale of Determination’ of English lesson presentations on nationhood values	138
IV. In-depth interviews with English language teachers and language administrators	139
V. Questions for in-depth interviews with Malaysian personalities	140
3.5 Pilot study	141
3.6 Data collection-interview procedures	144
3.7 Techniques of data analysis	145
3.7.1 General statistical quantitative data analysis	145
3.7.2 Qualitative data analysis procedure	149
3.8 Validity and reliability of research instruments	152
 CHAPTER FOUR: ANALYSIS OF DATA AND FINDINGS	
4.1 Introduction	157
4.2 Statistical data analysis	157
4.3 Responses of forms 2 and 4 large student cohorts on the impact of English lesson presentations on the inculcation of nationhood values in the states of Kedah, Pulau Pinang and Perak (student questionnaire-II, open-ended questions)	163
4.3.1 Responses of the younger, form two students	164
4.3.2 Responses of the older, form four students	167
4.4 In-depth interview responses of 6 ‘High’ and ‘Low’ achieving students (3 for each of the above categories), for each of forms 2 and 4 in one school in each of the states of Kedah, Pulau Pinang and Perak- Impact of English language lesson presentations on the inculcation of nationhood values (student questionnaire, section II)	172
4.4.1 In-depth interview responses- Six form two students, Sekolah Menengah Kebangsaan Ibrahim, Kedah	173
4.4.2 In-depth interview responses- Six form two students Sekolah Menengah Kebangsaan Bukit Jambul, Pulau Pinang	175
4.4.3 In-depth interview responses- Six form two students, Sekolah Menengah Kebangsaan Aminuddin Baki, Perak	176
4.4.4 In-depth interview responses- Six form four students, Sekolah Menengah Kebangsaan Bukit Jambul, Pulau Pinang	177
4.4.5 In-depth Interview responses- Six form four students, Sekolah Menengah Tanjung Rambutan, Perak	178
4.4.6 In-depth Interview responses- Six form four students, Sekolah Menengah Ibrahim, Kedah	180
4.4.7 Summary of stand-points	181
4.5 The ‘Scale of Determination’ of the large student groups’ perceptive assessment of the impact of English lesson nationhood themes	183
4.5.1 Form two student responses	184
4.5.2 Form four student responses	187
4.6 In-depth interviews with teachers, language administrators-Impact of English language nationhood values lessons on students	191

4.6.1 Pedagogies of English language nationhood values instruction	192
4.6.2 Imbedding nationhood values- Relating to language literature, Rukun Negara, National Education Philosophy	195
4.6.3 Language examination needs and current social issues discourse	198
4.6.4 Further constructive role of language teachers	200
4.6.5 Summative pointers	206
4.7 Interviews with Malaysian personalities/educationists	206
Tun Dr. Mahathir Mohammad, former Prime Minister of Malaysia	211
Tan Sri Joseph Kurup, Minister for Unity and National Integration	208
Yang Berhormat Khairy Jamaluddin Abu Bakar, Minister for Youth and Sports	215
Mr. Gandesan Letchumanan, director-general, Department of Unity and National Integration, Prime Minister's Office, Malaysia	216
Professor Dr. Mohamed Mustafa Ishak, vice-chancellor, Universiti Utara Malaysia	218
Professor Datuk Dr. Abdul Rahman Abdul Aziz, pengarah, Institut Pemikiran Doktor Mahathir, Universiti Utara Malaysia	219
Dr. R. Sivaperagasam Rajanthiran, senior lecturer, School of Law, Government and International Relations, Universiti Utara Malaysia	222
Professor Dr. Ibrahim Bajunid Deputy Vice-Chancellor, INTI University College	223
Dr. Tan Chik Heok, President, Tunku Abdul Rahman University College (KTAR), Kuala Lumpur	225
Professor Dr. Nor Adenan Yahaya, Vice Chancellor Al-Bhukary International University (AIU)	227
Professor Datuk Dr. Shamsul Amri Baharuddin, pengarah pengasas, Institute of Ethnic Studies (KITA), Universiti Kebangsaan Malaysia	229
Professor Dr. Chandra Muzaffar, director of the Movement for a Just World (JUST)	232
Professor Dr. Mansor Mohd Noor, principal research fellow, Institute of Ethnic Studies, Universiti Kebangsaan Malaysia	233
Professor Dato' Dr. Teo Kok Seong, principal fellow, Institute of Ethnic Studies, Universiti Kebangsaan Malaysia	235
Datuk Dr. Denison Jayasooria, principal research fellow, Institute of Ethnic Studies, Universiti Kebangsaan Malaysia	238
Tan Sri Lee Lam Thye, member of the National Unity Consultative Council (NUCC), trustee of 1Malaysia Foundation.	241
Tan Sri Raman Navaratnam, former secretary-general, Ministry of Transport, Malaysia	240
Mr. Siva Subramaniam, former commissioner of Suhakam	244
Dr. Ahmad Masum, senior law lecturer, Universiti Utara Malaysia	246
(Efforts were taken by the researcher to obtain an interview with the Sultan of Perak, Raja Nazrin. These were unsuccessful)	
4.7.1 Summary of salient stand-points	247
CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	
5.1 Introduction	249

5.2	Summary of findings	250
5.2.1	Summary of the quantitative statistical analysis of student respondent data findings	250
5.2.2	Summary of a further quantitative-qualitative student respondent data analysis	252
5.2.3	Summary of qualitative analysis of findings	256
5.3	Discussion	264
5.3.1	Ethnicity-race versus Malaysian-‘rakyat’ paradigms in nation-building	264
5.3.2	Strengthening the Malaysian social fabric	277
5.3.3	Pulls of multiculturalism- Towards congruencies for a common national consciousness	286
5.4	Implications of the study	292
5.5	Recommendations of the study	296
5.6	Concluding outlook- Engendering a common future forward	299
	REFERENCES	304
	APPENDICES	
	Appendix A: Photographs with Malaysian personalities	331
	Appendix B: Letters from Ministry of Education, State Education Departments and Perdana Leadership Foundation	333
	Appendix C: E-mail interview with YB Tuan Khairy Jamaluddin, Minister of Youth and Sports, Malaysia	341
	Appendix D: Student questionnaire, open-ended items-Rating scheme and some related responses of student respondents	343
	Appendix E: Malaysian personalities, authorities interviewed	344
	Appendix F: Analysis of pilot study data input of students and teachers in the Kedah Darul Aman, Terengganu and Selangor states	345
	Appendix G: Barrett Taxonomy of the cognitive and affective dimensions for reading and learning	347
	Appendix H: Language curriculum, Ministry of Education Malaysia	348
	Appendix I: Summary of analysis of English language text materials on national/nationhood themes	351
	Appendix J: Inter-communal studies questionnaire models	352

LIST OF TABLES

Table 1.1.	The Department of National Unity- State of social solidarity	13
Table 3.1.	Student respondent sample size involved in the study.	132
Table 3.2.	Student sample from one secondary school in each state from the forms 2 and forms 4 level groups, for the in-depth interview exercise on English language nationhood values education themes towards national integration.	133
Table 3.3.	School English language teachers involved in the questionnaire and interview exercise.	134
Table 3.4.	Rating scheme: Appraisal markers for determination of dependent variable scores.	148
Table 4.1.	Descriptive statistics	158
Table 4.2.	Descriptives, DVTOT (Dependent Variable Total scores)	158
Table 4.3.	Test of homogeneity of variances	159
Table 4.4.	Anova, DVTOT	159
Table 4.5.	Multiple comparisons- Dependent variable (DVTOT)	161
Table 4.6.	Tests of normality	162
Table 4.7.	Correlations	163
Table 4.8.	Reliability statistics	163
Table 4.9.	Summary of questionnaire (section II) responses of student respondents (both forms 2 and 4) from Kedah, Pulau Pinang, and Perak on the impact of English lesson presentations towards the inculcation of nationhood values	172
Table 4.10.	Summary of in-depth interview responses of cohorts of six selected form two and form four students from one major school in each state of the research study	182
Table 4.11.	'Scale of Determination' indicating perceptive assessment of form two students, of the impact of English language nationhood values lesson presentations	186
Table 4.12.	Scale of Determination'- Perceptive assessment of form four students, of the impact of English language nationhood values lesson presentations	189

Table 4.13. Teachers’ and school language administrators’ assessment on the ‘Scale of Determination’ of English lesson presentations with nationhood values and themes	203
Table 4.14. Salient interview outcomes with school English language teachers and language administrators- English lesson nationhood values towards national integration	204
Table 5.1. Overall findings- Nationhood values ‘education’ for students towards national integration	292
Table D.1 Rating scheme of student responses for determination of dependent variable scores	343
Table F.1 Selangor and Terengganu student cohorts: Response counts ratings English lessons nationhood content	346
Table I.1 Summary of analysis of English language text materials on national-nationhood themes	351



LIST OF FIGURES

Figure 1. Conceptual framework of study	36
Figure 2. Integration process- stages and social transformations	48
Figure 3. The relationship between education psychology (Piaget, Vygotsky) and cognitive-knowledge education (Barrett's Taxonomy) principles, on cognitive development towards learning of nationhood values-themes for national integration.	91
Figure 4. Histogram showing distribution of frequency of data input-responses of three-level student groups- 'Very little', 'Average', 'Very Much'.	162
Figure 5. Perceptive assessment- 'Scale of Determination' by form 2 students for nationhood values English lessons.	187
Figure 6. Perceptive Assessment – 'Scale of Determination' by form four students for nationhood values English lessons.	190
Figure 7. Ratings by teachers and language administrators on the 'Scale of Determination' for nationhood values English lessons.	203

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The Malaysian plural society, from a historical perspective, can be said to have had its beginnings in the Malacca sultanate era in the fifteenth century and earlier. Immigrant communities from India and China particularly, together with the arrival of the Javanese, Bugis and others from the Indonesian islands in the nineteenth century, and this continuing even until today, had clearly contributed to the creation of a cosmopolitan society, not only in Malacca, but also on the eastern Malayan seaboard of Terengganu and Kelantan. This phenomenon has clearly and irrevocably changed the political, cultural and demographic structure of the Malayan and Malaysian polity as it is of today (Kahn, 2006. pp. 36, 39, 40; Milner, 2011.pp.10-11; Judith Nagata, in Maznah Mohamad and Syed Muhd Khairudin Aljunied, Eds.2011).

Following from this early widespread influx of a diverse mix of peoples from different parts of the world, according to Khoo Kay Khim [in Lim, Gomez, Azly Rahman, (Eds). 2009], a –sense of separate development and separate identity of the various (individual) communities arose from a complex plethora of factors”. As Khoo further purports, that it was not simply –the result of the machinations of the British administration which tended to act according to practical economic considerations.” The decisive factors demonstrably, included occupational specialization of the existing and migrant ethnic communities.

Added to this above factor, was the physical separation of one community from the other. With time, other internal factors, such as the communal propensity to retain and practise one’s ‘individual’ civilizational cultures and ethnic differences –..through ethnic schools, clubs, associations and religious institutions, as well as the emergence of ‘ethnic nationalisms’ in the early 20th century...”, have all tended to reinforce the already latent ethnic differences and cleavages, projecting to the

REFERENCES

- Abd. Rahim Abd Rashid. (2002). *Education and nation formation in Malaysia- A structural analysis*. Kuala Lumpur: University of Malaya Press.
- Abdul Rahman Abdul Aziz. (2009). *Idea pemerintahan perdana menteri Malaysia, siri syarahan pengukuhan profesor*. Sintok, Kedah Darul Aman: Penerbit Universiti Utara Malaysia.
- Abdul Razak Baginda. (Ed), 2009. *Malaysia at 50 & beyond*. Kuala Lumpur: Malaysian Strategic Research Centre.
- _____. (Ed.), 2009. *Governing Malaysia*. Kuala Lumpur: Malaysian strategic Research Institute.
- Acemoglu, Daron & James A. Robinson. (2012). *Why nations fail-The origins of power, prosperity, and poverty*. New York: Crown Publishing Group.
- Adler, M.J. (1982). *The Paidea proposal: An educational manifesto*. New York: Collier Macmillan.
- Alis Puteh. (2006). *Language & nation building: A study of the language medium policy in Malaysia*. Petaling Jaya: Strategic Information and Research Development Centre (SIRD).
- Allport, G.W. (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley.
- Andaya, B.W., & Andaya, L.Y. (2001). *A History of Malaysia*. Hampshire: Palgrave Macmillan.
- Anderson, B. (1993). Imagined Communities: Reflections on the origin and spread of nationalism. London: Verso. In Ariffin S.M. Omar.. *Bangsa Melayu: Malay concepts of democracy and community, 1945-50*. Oxford: Oxford University Press.
- _____.(2009). The Struggle for Ethnic Unity in Malaya. In Lim Teck Ghee, et al (Eds.), *Multiethnic Malaysia- Past, present and future* (p.45). Petaling Jaya: Strategic Information and Research Centre.
- Asmah Hj. Omar. (1982). *Language and society in Malaysia*. Kuala Lumpur: Dewan Bahasa dan Pustaka, Kementerian Pelajaran Malaysia.
- Azly Rahman. (2009). The 'New Bumiputeraism' as pedagogy of hope and liberation. In Lim Teik Ghee, Alberto Gomes, Azly Rahman (Eds), *Multi-ethnic Malaysia- Past, present and future*. Petaling Jaya: Strategic Information and Research Development Centre.
- Babbie, Earl. (2011). *Introduction to Social Research*. Belmont, CA: Wadworth Cengage Learning.
- Barber, A. (2008). *Malaya- The making of a nation. 1510-1957*, Kuala Lumpur: ABE&A.

- Barth, F. (2004). Ethnic groups and boundaries. In Leoussi, A.S. & Steven Grosby (Eds.), *Nationality and nationalism, Vol.1: Theoretical studies*(p.142). London: I.B. Tauris & Co. Ltd.
- Blaikie, N.(2000). *Designing Social Research- The Logic of Anticipation*. Malden, MA, USA: Blackwell Publishing Inc.
- _____. 2010. *Designing Social Research* (2nd ed.). Malden, MA, USA: Polity Press.
- Brass, Paul R. (1991). *Ethnicity and Nationalism- Theory and Comparison*. Newbury Park, CA: Sage Publications.
- Brubaker, R. (1996). *Nationalism reframed: Nationhood and the national question in the new Europe*. New York: Cambridge University Press.
- _____. (2004). *Ethnicity without groups*. Cambridge: Harvard University Press.
- Canovan, M. (1996). *Nationhood and political theory*. Cheltenham, UK: Edward Elgar Publishing Company.
- Carroll, J. B. 1956. *Language, thought and reality: Selected writings of Benjamin Lee Whorf*. Cambridge, MA: The MIT Press.
- Caryn Lim. (2012). Locating ‘mixed’ identities in a racialized society. In Julian Hopkins & Julian C.H.Lee (Eds.), *Thinking through Malaysia*. Petaling Jaya: Strategic Information and Research Development Centre (SIRD).
- Chan, H. C. (2004). Racial polarisation and room-mate choices among university students. In Cheah Boon Kheng (Ed.), *The challenge of ethnicity: Building a nation in Malaysia* (pp.9-39). Singapore: Marshall Cavendish International.
- Cheah Boon Kheng. (2002). *Malaysia: The making of a nation*. Singapore: Institute of Southeast Asian Studies.
- _____. (2003). *Red Star over Malaysia- Resistance and social conflict during and after the Japanese Occupation, 1941-1946*. Singapore: Singapore University Press.
- _____. (Ed.). (2004). *The challenge of ethnicity–Building a nation in Malaysia*. Singapore: Marshall Cavendish International Private Limited.
- Chua, Amy. 2003. *World on Fire: How exporting free market democracy breeds ethnic hatred and global instability*. New York: Doubleday.
- Clammer, John. (1996). *Values and development in Southeast Asia*. Petaling Jaya: Pelanduk Publications (M) Sdn. Bhd.
- Clymer, T. (1968). *Current conceptions of reading, innovations and change in reading instruction*. In Helen M. Robinson (Ed.), *The sixty-seventh yearbook of the national society for the study of education, part 2* (pp.7-29). Chicago: University of Chicago Press.

- Coakes, Sheridan J., Steed, Lyndall., Ong, Clara. (2009). *SPSS: analysis without anguish: version 16 for Windows*. Queensland, Australia: John Wiley & Sons Ltd.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd Ed.). Hillsdale, NJ: Lawrence Earlbaum Associates, as in Veloo, Arsaythamby., and Raman, Arumugam. (2013). *Kaedah analisis & interpretasi data*. Sintok: Universiti Utara Press.
- Collins, Abraham. (2004). *The naked social order: The roots of racial polarisation in Malaysia*. Subang Jaya: Pelanduk Publications (M) Sdn Bhd.
- _____. (2008). *Speaking out loud for National Unity: Social Change and Nation-building in Contemporary Malaysia*. Petaling Jaya: Gerak Budaya Enterprise.
- Comber, Leon. (1983). *13 May 1969- A historical survey of sino-malay relations*. Petaling Jaya: Heinemann Educational Books (Asia) Ltd.
- Creswell, John W. (2003). *Research design- Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: Sage Publications, Inc.
- _____. (2014). *Research design- Qualitative, quantitative and mixed methods approaches* (4th ed.). Los Angeles: Sage Publications, Inc. Retrieved from, <https://www.researchgate.net/file.PostFileLoader.html?id>.
- Cummings, W. K., Gopinathan, S., & Yamusa Tomoda (Eds.). (1998). *The revival of education in Asia and the West*, Oxford: Pergamon Press Plc.
- David, Maya Khemlani., Mclellan, J., Meng, N.Y., Li, L.M., Tien, & Wendy Y. M. (Eds.). (2010). *Ethnic relations and nation building-The way forward*. Petaling Jaya: Strategic Information and Research Development Centre.
- David, Maya Khemlani. (2010). *Constructing group realities: Leadership discourse of Tun Dr. Mahathir Mohamad*. Kuala Lumpur: University Publication Centre (UPENA), UiTM.
- de Marrias, K.B., & Le Compte, M.D. (1995). *The way schools work: A sociological analysis of education* (2nd ed.). White Plains, New York: Simon and Schuster.
- Derichs, C. (2002). Nation-building in Malaysia: A sociological approach and a political interpretation. In Mohd Hazim Shah, Jomo K.S. and Phua Kai Lit (Eds.), *New perspectives in Malaysian studies* (pp. 226-248). Bangi: Persatuan Sains Sosial Malaysia.
- Deutsch, Karl W. (1975). *Nationalism and social communication: An Inquiry into the foundations of nationality* (2nd ed.). Cambridge, Massachussets: The M.I.T. Press.

- Dewey, J. (1938). *Experience and education*. New York: Simon and Schuster.
- Erikson, E.H. (1964). *Insight and responsibility*. New York: W.W. Norton.
- Esman, Milton J. (1972). *Administration and development in Malaysia*. New York: Ithaca.
- Faaland, J., Parkinson, J., & Saniman, R. (2003). *Growth and ethnic inequality*. Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd.
- Fairclough, Norman. (1989). *Language and power*. New York: Longman Inc.
- Farish A.Noor. (2002). *The other Malaysia-Writings on Malaysia's subaltern history*. Kuala Lumpur: Silverfishbooks.
- _____. (2009). *What your teacher didn't tell you*, Vol. 1, Petaling Jaya: Matahari Books.
- _____. (2008). In Search of a Malaysian identity, still. In Fong Chin Wei & Yin Ee Kiong. (Eds.), *Out of the tempurung-Critical essays on Malaysian society* (pp. 8-25). Kingsford, New South Wales: East West Publishing Pty Ltd.
- _____.(2011). *From Inderapura to Darul Makmur*. Kuala Lumpur: Silverfish Books Sdn. Bhd.
- Fukuyama, Francis . (2012). *The Origins of Political Order*. London: Profile Books Ltd., pp. xiv, xv
- Furnivall, J.S. (1939). Netherlands India: A study of plural economy. In Lim Teck Ghee, et al. (Eds.). (2009). *Multiethnic Malaysia: Past, present and future*. Petaling Jaya: Strategic Information and Research Centre.
- _____. (1948). *Colonial policy and practice*. Cambridge: Cambridge University Press.
- Gardner, H. (1999). *Intelligence reframed-Multiple intelligences for the 21st century*. New York: Basic Books.
- _____. (2008). *5 Minds for the future*. Boston, Massachusetts : Harvard Business Press.
- Gatsiounis, I. (2008). *Beyond the veneer*. Singapore: Monsoon Books Pte Ltd.
- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books, Inc.
- Gellner, E. (1964). *Thought and change*. London: Weidenfeld and Nicholson.
- _____. (1983). *Nations and nationalism*. Oxford: Blackwell.
- Goh Cheng Teik. (1971). *The May thirteenth incident and democracy in Malaysia*. Kuala Lumpur: Oxford University Press.
- _____.(1978). *Integration in a plural society- The Chinese in Malaysia*, Kuala Lumpur: The Straits Echo Press (1951) Sdn. Bhd.

- Gomez, E.T. (2004). Introduction: politics, business and ethnicity in Malaysia: a state in transition? In Edmund Terence Gomez. (Ed), *The state of Malaysia- Ethnicity, equity and reform*. London: Routledge Curzon.
- _____. (2009). Enterprise development and inter-ethnic relations in Malaysia: Affirmative action, generational change and business partnerships. In Raymond Wong (Ed.), *A new breed of Chinese entrepreneurs? Culture, organizational imperatives and globalization*. Routledge: London.
- _____, & Johan Saravanamuttu. (Eds.). (2013). *The New Economic Policy in Malaysia- Affirmative action, ethnic inequalities and social justice*. Singapore: NUS Press.
- Government of Malaysia. (2006). *The National Mission: Introduction, Ninth Malaysia Plan 2006-2010*. Kuala Lumpur: The Economic Planning Unit, p.3.
- Government of Malaysia. 2006. *Pelan Induk Pembangunan Pendidikan 2006-2010*, Kementerian Pelajaran Malaysia, p.20.
- Government of Malaysia. (1996). *Undang-undang Malaysia, Akta 550: Akta Pendidikan 1996*. Kuala Lumpur: Government Printers.
- Grossman, David L., Wing On Lee, & Kennedy, Kerry J. (Eds.). (2008). *Citizenship Curriculum in Asia and the Pacific*. Comparative Education Research Centre, Hong Kong, China.
- Hair, J.F. Jr., Black, W. C., Babin, B. J., & Anderson, R. E., (2010). *Multivariate Data Analysis*. (7th ed.), New Jersey: Prentice Hall Pearson Education, PLC.
- Halstead, J. Mark & Taylor, Monica J. (Eds.). (1996). *Values in education and education in values*. London: The Falmer Press.
- Haris Jadi. (1990). *Etnik, politik dan pendidikan*, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Harper, T.N. (1999). *The end of empire and the making of Malaysia*. Cambridge: Cambridge University Press.
- Hazita Azman, Bahiyah Abdul Hamid, Zarina Othman. (Eds.). (2011). *Malaysian youth in the global world- Issues and challenges*. Bangi: Penerbit Universiti Kebangsaan Malaysia (with reference to Beatriz Fainholc, 2005 and James Campbell in above).
- Hee-Yeon Cho, Andrew Aeria & Song-woo Hur. (Eds.). (2012). *From unity to multiplicities- Social movement transformation and democratization in Asia*. Petaling Jaya: Strategic Information and Development Centre.
- Henn, M., Mark W., & Nick F. (2006). *A critical introduction to social research (2nd ed)*. London: Sage Publications Ltd.

- Hilley, J. (2001). *Malaysia- Mahathirism, hegemony and the new opposition*. London: Zed Books Ltd.
- Hippler, J. (Ed.). (2005). *Nation-Building- A key concept for peaceful conflict transformation*. London: Pluto Press.
- Hng Hung Yong. (2004). *5 Men & 5 ideas*. Subang Jaya: Pelanduk Publications (M) Sdn. Bhd.
- Hopkins, J., & Lee, Julian C.H. 2012. *Thinking Through Malaysia-culture and identity in the 21st century*. Petaling Jaya: Strategic Information and Research Development Centre (SIRD).
- Horowitz, D.L. (1991). *A democratic South Africa? Constitutional engineering in a divided society*. Berkeley, CA: University of California Press.
- Huntington, S. P. (1968). Political order in changing societies. In R.S. Milne and Diane K. Mauzy. (1980). *Politics and government in Malaysia* (p. 382). Singapore: Times Books International,.
- Hutnik, N. (1991). *Ethnic minority identity: A social psychological perspective*. Oxford, UK: Clarendon.
- In-Won Hwang. (2003). *Personalized politics- The Malaysian state under Mahathir*. Singapore: Institute of Southeast Asian Studies.
- Jayakumar, Shashi, & Sagar, R. (Eds.). (2015). *The big ideas of Lee Kuan Yew*. Singapore: Straits Times Press Pte Ltd.
- Jayum Anak Jawan. (2003). *Malaysian politics & government*. Shah Alam: Karisma Publications Sdn Bhd.
- _____. (2006). *Inter-ethnic relations in Malaysia: Selected Readings*. Serdang: Universiti Putra Malaysia Press.
- Julian C.H. Lee. (Ed.) (2010). *The Malaysian way of life*. Shah Alam: Marshall Cavendish (Malaysia) Sdn. Bhd.
- _____. (2010). *Islamization and activism in Malaysia*. Singapore: Institute of Southeast Asian Studies.
- Kalunta, A., & Crumpton. (Eds.). (2012). *Race, ethnicity ,crime and criminal justice in the Americas*. Hampshire: Palgrave Macmillan.
- Kaplan, R.D. (2014). *Asia's cauldron*. New York: Penguin Random House.
- Karim Raslan. (2010). Learning to be Malaysian. In Shahnnon Shah (Ed.), *Found in Malaysia*, Vol. 1. (pp. 83-86). Petaling Jaya: ZI Publications Sdn. Bhd.
- Kementerian Pendidikan Malaysia, *Huraian Sukatan Pelajaran, Kurikulum Bersepadu Sekolah Menengah, Tingkatan 2/4, e2003*

- Khalid Baig. (2011). The real purpose of education. In Rusli Rashikin, Educational Achievements: Moving Forward With Our Education., In Abdullah Malim Baginda (Ed.), *Social development in Malaysia*. Kuala Lumpur: Malaysian Strategic Research Centre.
- Khoo Kay Khim. (2007). The making of Malaya, 1946-1955: The fruits of ethnic co-operation. In Voon Phin Keong (Ed.), *Malaysian Chinese and nation-building: Before Merdeka and fifty years after*, Vol. 1. Kuala Lumpur: Centre for Malaysian Chinese Studies.
- _____. (2008). The Road to nationhood and nation-building. In Fong Chin Wei & Yin Ee Kiong. (Eds.). *Out of the tempurung- Critical essays on Malaysian society* (pp. 26-61). Kingsford, New South Wales: East West Publishing Pty Ltd.
- Kua Kia Soong. (2007). *May 13- Declassified documents on the Malaysian riots of 1969*. Petaling Jaya: Suaram Komunikasi.
- Kymlicka, W. (1995). *Multicultural citizenship*. Oxford: Oxford University Press.
- Lee Hock Guan. (2006). Globalisation and ethnic integration in Malaysian education. In Saw Swee Hock & Kesavapany, K. (Eds.), *Malaysia- Recent trends and challenges*. Singapore: Institute of Southeast Asian Studies.
- _____. (2013). Racial citizenship and higher education in Malaysia. In Gomez, E.T., & Saravanamuttu, J. (Eds.). *The New Economic Policy in Malaysia- Affirmative action, ethnic inequalities and social justice* (pp.235-261). Singapore: National University of Singapore Press.
- Lee Kuan Yew. (2012). *My lifelong challenge: Singapore's bilingual journey*. Singapore: Straits Times Press.
- Leete, R. (2007). *Malaysia- From kampung to twin towers, 50 years of economic and social development*. Shah Alam: Oxford Fajar Sdn. Bhd.
- _____. (2011). The politics of population. In *Malaysia: Policies and issues in economic development*. Kuala Lumpur: Institute of Strategic and International Studies (ISIS) Malaysia.
- Lieberman, V. (2003). Strange parallels: Southeast Asian minorities in the wartime Japanese empire, c. 800-1830, Cambridge: Cambridge University Press. In Kazi Fahmida Farzana, Identity formation and policies of exclusion and the ethnicisation of 'minorities' in Burma: A comparative study of policies towards the Rohingya, Karens and Shans, In M.K. David, J. McLellan, N.Y. Meng, L.M.Li, & W. Y. Mei Tien (Eds.), *Ethnic relations and nation building: The way forward*, Petaling Jaya: Strategic Information and Research Development Centre (SIRD).
- Lijphart, A. (1977). *Democracy in plural societies: A comparative exploration*. New Haven, CT: Yale University Press.

- Lim Teck Ghee, Gomez, A., & Azly Rahman (Eds.). (2009). *Multiethnic Malaysia- Past, present and future*. Petaling Jaya: Strategic Information and Research Development Centre.
- Lim Teck Ghee, Gomez, A. (2009). Culture and development in Malaysia. In Lim Teck Ghee, Alberto Gomez and Azly Rahman, (Eds). *Multiethnic Malaysia- Past, present and future*. Petaling Jaya: Strategic Information and Research Development Centre
- Loh, Francis Kok Wah, & Khoo Boo Teik. (Eds.) (2002). *Democracy in Malaysia: Discourses and practices*. Surrey: Curzon Press.
- _____, & Saravanamuttu, J. (Eds.). (2003). *New Politics in Malaysia*. Singapore: Institute of Southeast Asian Studies.
- McLeod, S. A. (2014). Lev Vygotsky. Retrieved from www.simplypsychology.org/vygotsky.html
- Mahathir Mohamad, Dr. (2011). *A Doctor in the house- The memoirs of Tun Dr. Mahathir Mohamad*. Petaling Jaya: MPH Group Publishing Sdn. Bhd.
- _____. (2013). *A citizen's rights*. Kuala Lumpur: Berita Publishing Sdn.Bhd.
- Mageli E. (2000) . India–multikulturelt samfunn uten fellesverdier? (India–a Multicultural Society without Common Values?). In Førland T. E. (Ed.), *Bidrag til verdienes historie (Contributions to the history of values)*. Oslo: Pax.
- Mahubani, K. (2015). Introduction- Lee Kuan Yew's complex legacy. In Jayakumar, S. & Sagar, R.(Eds.), *The big ideas of Lee Kuan Yew*. Singapore: Straits Times Press Pte Ltd.
- Malaysia. Second Malaysia Plan 1971-75. 1971. Kuala Lumpur: Government Printers.
- _____. Third Malaysia Plan 1976-80. 1976. Kuala Lumpur: Government Printers.
- _____. Department of Statistics (2012). *The Malaysian economy in brief*. Mary Huang Soo Lee, Assoc. Prof. Dr. & Ms Lim Shiang Cheng.
- Malaysian Federal Constitution*. (1957). Petaling Jaya: International Law Book Services, Wisma ILBS.
- Malik Imtiaz Sarwar. (2010). We were not raised to see differences. In Shahnun Shah (Ed.), *Found in Malaysia Vol.1*. (pp.129-132). Petaling Jaya: ZI Publications Sdn. Bhd.
- Mansor Mohd. Noor, Abdul Rahman Abdul Aziz, and Mohamad Ainuddin Iskandar Lee. (2007). *Hubungan etnik di Malaysia*. Petaling Jaya: Prentice Hall Pearson Malaysia Sdn. Bhd.

- Maznah Mohamad & Muhd Khairudin Aljunied. (Eds.). (2011). *Melayu- The politics, poetics and paradoxes of Malayness*. Singapore: National University of Singapore Press.
- Maznah Mohamad. (2009). Politics of the NEP and ethnic relations in Malaysia. In Lim Teik Ghee, Gomez, A., & Azly Rahman.(Eds.). *Multi-ethnic Malaysia: Past, present and future* (pp.113-140). Petaling Jaya: Strategic Information and Research Development Centre and MIDAS, UCSI.
- Mazrui, Ali. (1969). Pluralism and national integration. In L. Kuper & M. Smith (Eds.), *Pluralism in Africa* (pp. 333-50). Berkeley: University of California Press.
- McGarry, J., O'Leary, B. & Simeon, R. (2008). Integration or accommodation? The enduring debate in conflict regulation. In S. Choudhry (Ed.), *Constitutional design for divided societies: integration or accommodation?* (pp.41-88). Oxford: Oxford University Press.
- McKenzie, H. (1993). *Citizenship Education in Canada*. BP-326E. Retrieved June 20, 2013, from <http://publications.gc.ca/Collection-R/LoPBdP/BP/bp326-e.htm#B>
- McLuhan, Marshal, & Quentin Fiore. (1967). *The medium is the message: An inventory of effects*. London: Random House, (reissued by Gingko Press, 2001).
- Means, G. P. (2009). *Political Islam in Southeast Asia*. Petaling Jaya: Strategic Information and Development Centre (SIRD).
- Ministry of Education. (1989). *Moral education secondary school syllabus*. Kuala Lumpur: Curriculum Development Centre.
- _____. (1990). *Islamic education syllabus*. Kuala Lumpur: Ministry of Education.
- _____.(2007). *Malaysia. National Education Blueprint 2007*. Ministry of Education.
- _____.(2013). *New Malaysian Education Blueprint 2013-2025*. Ministry of Education.
- _____. Malaysia, Malaysia Educational Statistics, July 2012.Education Planning and Research Division, Putrajaya. (<http://emisportal.moe.gov.my>).
- Milne, R.S. & Mauzy, D.K. (1980). *Politics and government in Malaysia*. Singapore 1953: Times Book International.
- _____. (1999). *Malaysian politics under Mahathir*. Oxon: Routledge.
- Mohammad A. Quayam. (2007). *One sky many horizons- Studies in Malaysian literature in English*. Shah Alam: Marshall Cavendish (Malaysia) Sdn Bhd.

- Mohd Asri Zainal Abidin. (2010). *Islam in Malaysia: Perceptions & facts*. Petaling Jaya: Matahari Books.
- Molly, N.N. Lee. (2002). *Educational change in Malaysia*. Penang: School of Educational Studies, Universiti Sains Malaysia.
- Muashar, M. (2014). *The second Arab awakening: The battle for pluralism*. London: Yale University Press.
- Muhammed Abdul Khalid. (2014). *The colour of inequality*. Petaling Jaya: MPH Group Publishing Sdn Bhd.
- Muzaffar, Chandra. (2010). *A Plea for empathy: The quest for Malaysian unity*. Kuala Lumpur: ZUBEDY (M) SDN BHD.
- Nandy, Ashis. (2002). *Time warps: Silent and evasive pasts in Indian politics and religion*. London: Hurst.
- Navaratnam, R. V. (2006). *Quo vadis, Malaysia? Where to Malaysia?* Kuala Lumpur: Malaysian Institute of Management.
- Navari, C. (1981). The origins of the nation-state. In Leonard Tivey (Ed.), *The Nation State*. Oxford: Martin Robertson.
- Nazaruddin Hj. Mohd Jali, Ma'rof Redzuan, Asnarulkhadi Abu Samah, & Ismail Hj. Mohd Rashid. (2003). *Malaysian studies- Nationhood and citizenship*. Petaling Jaya: Pearson Malaysia Sdn. Bhd.
- Neuman, W. L. (2006). *Social research methods*, Boston: Pearson Education Inc.
- Nik Nazmi Nik Ahmad. (2010). *Moving forward: Malays for the 21st century*. Shah Alam: Marshall Cavendish (Malaysia) Sdn. Bhd.
- Norani Othman, Puthuchery, M.C., & Clive Kessler. (Eds.) (2008). *Sharing the nation-Faith, difference, power and the state 50 years after Merdeka*, Petaling Jaya: Strategic Information and Research Development Centre.
- Norman, Jesse. (2013). *Edmund Burke: Philosopher, Politician, Prophet*. London: William Collins
- Nunnally, J. C. (1978). *Assessment of Reliability, Psychometric Theory (2nd ed.)*. New York: McGraw-Hill.
- Nussbaum, M.C. (2010). *Not for profit: Why Democracy needs the Humanities*. Princeton: Princeton University Press.
- Ooi Kee Beng. (2006). *The reluctant politician- Tun Dr. Ismail and his time*. Singapore: Institute of Southeast Asian Studies.
- _____. (2006). Bangsa Malaysia: Vision or spin? In Saw Swee Hock & Kesavapany.K. (Eds.), *Malaysia- Recent trends and challenges*. Singapore: Institute of Southeast Asian Studies.

- Ong Puay Liu. (2009). Identity matters. In Lim Teck Ghee, Gomez, A., & Azly Rahman (Eds.). *Multiethnic Malaysia- Past, present and future* (p.476). Petaling Jaya: Strategic Information and Research Development Centre (SIRD).
- Phua Kai Lit & Soo Keng Soon. (2004). *What is ahead for Malaysia?- Contemporary challenges and emerging trends*. Subang Jaya: Pelanduk Publications (M) Sdn. Bhd.
- Pinker, S. (2011). *The better angels of our nature- Why violence has declined*. London: Penguin Books Ltd.
- Radhakrishnan, S. (1980). *Towards a New World*. Delhi: Orient Paperbacks.
- Rae, D. W., & Taylor, M. (1970). *The analysis of political cleavages*. New Haven: Yale University Press.
- Ragayah Haji Mat Zin. (2011). In Khoo Siew Mun, Susan P.S. Teoh, Haji Ibrahim Ismail (Eds.) *The New Economic Policy: Growth with equity., In Malaysia-Policies & issues in economic development*. Kuala Lumpur: Institute of Strategic and International Studies.
- Ramasamy, P. (2004). Nation-building in Malaysia: Victimization of Indians? In Leo Suryadinata (Ed.), *Ethnic relations and nation-building in Southeast Asia* (pp. 145-167). Singapore: Institute of Southeast Asian Studies.
- Ravitch, S.M. and Riggan, J.M. (2011). *Reason and Rigor: How conceptual frameworks guide research* (2nd edition). Thousand Oaks, California: Sage Publications Inc.
- Rehman Rashid. (1993). *A Malaysian journey*. Petaling Jaya: Rehman Rashid.
- Renan, E. _What is a nation?_. In Leoussi, Athena S. and Steven Grosby (Eds.). *Nationality and Nationalism Vol. 1: Theoretical Studies*. London: I. B. Tauris & Co. Ltd. /In *Nationality and Nationalism (Ed.)* (2004). Athena S. Leoussi and Steven Grosby. London: I.B. Tauris.
- Rita Sim. (2011). *Unmistakably Chinese, genuinely Malaysian*. Kuala Lumpur: The Centre for Strategic Engagement (Cense).
- Robertson, Ian.1989. *Society: A Brief Introduction*. Worth Publishers.
- Ritchhart, Ron. (2002). *Intellectual character: What it is, why it matters, and how to get it*. San Francisco, CA: John Wiley & Son.
- Ross, M.H. (2009). Cultural contestation and the symbolic landscape: Politics by other means? In M.H. Ross (Ed.), *Culture and belonging in divided societies* (pp.1-24). Philadelphia, PA: University of Pennsylvania Press.
- Rubin, Allen & Babbie, Earl. (2011). *Research Methods for Social Work*. Belmont, CA: Linda Schreiber, Cengage Learning.

- Rusli Rashikin. (2011). Educational Achievements: Moving Forward With Our Education. In Abdullah Malim Baginda (Ed.). *Social development in Malaysia*. Kuala Lumpur: Malaysian Strategic Research Centre.
- Rustam A.Sani. (2008). *Failed nation?- Concerns of a Malaysian nationalist*. Petaling Jaya: Strategic Information and Research Development Centre.
- Salleh Ben Joned. (1994). *As I please*. London: Skoob Books Publishing Ltd.
- Santhiram, T. (1999). *Education of minorities: The case of Indians in Malaysia*. Petaling Jaya: Child Information, Learning and Development Centre (CHILD).
- Sapir, Edward. (1949). In D.G. Mandelbaum (Ed.), *Selected Writings on, language, culture and personality*. Berkeley, CA: University of California Press.
- Sen, Amartya. (2006). *Identity and violence: The illusion of destiny*. New York: W.W.Norton.
- Seng Han Thong. (2015). Bilingualism: A never-ending journey. In Jayakumar, S. & Sagar, R (Eds.). (2015). *The big ideas of Lee Kuan Yew*. Singapore: Straits Times Press Pte Ltd.
- Seton-Watson, H. (1977). *Nations and states: An inquiry into the origins of nations and the politics of nationalism*. Colorado: Westview Press.
- Shad Saleem Faruqi. (2008). *Document of destiny: The constitution of the Federation of Malaysia*. Petaling Jaya: Star Publications (Malaysia) Bhd.
- _____. (2012). *The bedrock of our nation: Our constitution*. Kuala Lumpur: zubedy ideahouse sdn. bhd.
- Shahrir Samad. (2010). We sometimes forget the basics. In *Found in Malaysia Vol.1*. (pp. 25-28) Petaling Jaya: ZI Publications Sdn. Bhd.
- Shamsul, Amri Baharuddin. (2004). Texts and collective memories: The construction of ‘Chinese’ and ‘Chineseness’ from the perspective of a Malay. In Leo Suryadinata (Ed.) *Ethnic relations and nation-building in Southeast Asia*. Singapore: Institute of Southeast Asian Studies
- _____. (2005). Making sense of national unity in Malaysia: Break-down versus break-out perspectives. In Muhammad Kamarul Kabilan and Zaharah Hassan (Eds.), *Readings on ethnic relations in multicultural societies: Promoting national unity and the practice of noble values* (pp. 3-11). Serdang: Fakulti Pengajian Pendidikan, Universiti Pertanian Malaysia.
- _____. (2005). Kestabilan dimantapkan, pertumbuhan disuburkan: Hubungan etnik Malaysia sebagai landasan untuk dulu, sekarang dan selama-lamanya.(Ucap utama). In Fazilah Idris (2008). *The*

Influence of Individual Attributes on Inter-Ethnic Tolerance Among Early Youth in Selangor (p.24). Ph.D thesis.

_____. & Anis Y. Yusoff. (2011). Managing peace in Malaysia: A case study. *Siri Kertas Kajian Etnik UKM (UKM Ethnic Studies Paper Series)*, Institute of Ethnic Studies (KITA) Bangi.

_____. (2013). Kepenyairan Firdaus Abdullah. In Firdaus Abdullah. *Cermin belakang* (p.iv). Kuala Lumpur: Utusan Publications & Distributors Sdn.Bhd.

Siow Heng Loke, Chang Lee Hoon & Norani Mohd. Salleh. (2009). Education in Malaysia: Development of human capital and national unity. In Abdul Razak Baginda. (Ed.). *Malaysia at 50 & beyond*. Kuala Lumpur: Malaysian Strategic Research Centre. Smith, A.D. 1991. National Identity. London: Penguin Books.

Snodgrass, D. R. (1980). *Inequality and economic development in Malaysia*. Kuala Lumpur: Oxford University Press.

Suflan Shamsuddin. (2008). *Reset- Rethinking the Malaysian political paradigm*. Petaling Jaya: ZI Publications Sdn. Bhd.

Surtahman Kastin Hasan & Ishak Yussof, Economic Development in Malaysia since Independence. In Ishak Yussof. (Ed.) (2009). *Malaysia's economy— Past, present & future* (pp. 1-22) . Kuala Lumpur: Malaysian Strategic Research Centre.

Syed Husin Ali. (2008). *Ethnic Relations in Malaysia- Harmony & Conflict*. Petaling Jaya: Strategic Information and Research Development Centre (SIRD).

Tam, H. (1998). *Communitarianism- A new agenda for politics and citizenship*. New York: The Free Press.

Tan Yao Sua & R. Santhiram. (2010). *The education of ethnic minorities: The case of the Malaysian Chinese*. Petaling Jaya: Strategic Information and Research Development Centre (SIRD).

Thomas, R.K., & Waherhaftig, A.L. Indians, hillbillies and the education problems. In Murray Wax, et al. (Eds.) (1971). *Anthropological perspectives on education*. New York: Basic Books.

Tunku Abdul Rahman. (1978). Viewpoints. Kuala Lumpur: Heinemann Educational Books (Asia) Ltd.

_____. (2007). *13 Mei- Sebelum dan selepas*. Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd.

_____. (2011). *Looking back—Monday musings and memories- The historic years of Malaya and Malaysia*. Petaling Jaya: MPH Group Publishing Sdn. Bhd and Star Publications (M) Bhd.

Tunku Zain Al- Abidin Muhriz. (2011). Abiding Times. Singapore: Marshall Cavendish International (Asia) Private limited.

- Varshney, A. (2002). *Ethnic conflict and civic life: Hindus and Muslims in India*. New Haven: Yale University Press.
- Vasil, R. K. (1971). *Politics in a plural society*. Kuala Lumpur: Oxford University Press.
- Verma, V. (2004). *Malaysia- State and civil society in Malaysia*. Petaling Jaya: Strategic Information Research Development.
- Vohrah, K.C. (2010). Dismantling divisive barriers. In *Found in Malaysia Vol. 1*. (pp.10-3). Petaling Jaya: ZI Publications Sdn. Bhd.
- Voon Phin Keong. (Ed.). (2007). *Malaysian Chinese and nation-building: Before Merdeka and fifty years after, Vol. 1*. Kuala Lumpur: Centre for Malaysian Chinese Studies.
- Wain, B. (2009). *Malaysian maverick- Mahathir Mohamad in turbulent times*. Hampshire, England: Palgrave Macmillan.
- Wan Hashim Wan Teh. (1983). *Race relations in Malaysia*. Petaling Jaya: Heinemann Educational Books (Asia) Ltd.
- Watson, Hugh-Seton. (1977). *Nations and States: An enquiry into the origins of nations and the politics of nationalism*. Boulder, Colorado: Westview Press.
- Weber, Max. (1915). In Leoussi, A. S., & Grosby, S. (Eds.). (2004). *Nationality and nationalism, Vol. 1: Theoretical Studies*. London: I. B. Tauris & Co. Ltd.
- Welsh, B. (Ed.) (2004). *Reflections- The Mahathir years*. Washington: Southeast Asia Studies Program.
- Wong Chin Huat & Norani Othman. (2009). Malaysia at 50- An electoral one-party state? In Abdul Razak Baginda. (Ed.), *Governing Malaysia* (pp.1-57). Kuala Lumpur: Malaysian Strategic Research Institute.
- Yuval-Davis, N. (2004). Borders, boundaries, and the politics of belonging., In S. May, T. Modood & J. Squires (Eds.), *Ethnicity, nationalism and minority rights* (pp. 214–230), Cambridge: Cambridge, University Press.(in Nordberg, 2006, p. 525).
- Zaid Ibrahim. (2007). *In good faith*. Kuala Lumpur: Zaid Ibrahim Publications Sdn. Bhd.
- Zainah Anwar (2010). The confident Malay. In *Found in Malaysia Vol. 1*. (pp. 44-48) Petaling Jaya: ZI Publications Sdn. Bhd.
- Zainal Aznam. (2011). Looking Forward. In Khoo Siew Mun, & P.S.Teoh, Susan (Eds.), *Malaysia- Policies & issues in economic development*. Kuala Lumpur: Institute of Strategic and International Studies (ISIS).

Zakaria Haji & Suzanna Kadir. (2005). In Kusuma Snitwongse, & Thompson, W. S. (Eds.), *Ethnic conflicts in southeast Asia*. Singapore: Institute of Southeast Asian Studies.

Journal Sources

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behaviour and Human Decision Processes*, 50, 179-211.

Alis Puteh.(2010). Language medium policy in Malaysia: A plural society model? *Review of European Studies*. Vol. 2. Dec. Retrieved from <http://www.ccsnet.org/res>.

Amali Ismaila O.O. & Jekayinfa A. (2013), Cultural pluralism, reconstructive education and nation-building in Nigeria, *International Journal of Sociology and Anthropology*, Vol. 5(5), August, pp. 140-146, Doi: 10.5897/IJSA 12.009. ISSN: 2006-988X.

Amienyi, Osabuohien P. (1998). 'Communication and development quintessentials: The focus of development agencies and theorists', *The Journal of Development Communication* 9, June, 1-16, as in Nik Rashid, *ibid* p.3.

Arpi Hamalian. (1979). National integration in multi-ethnic societies: The differential role of schooling and non-formal educational agencies. *Compare: A Journal of Comparative and International Education*, 9:1, 33-44, Doi:10. 1080/0305792790090103.

Bakan, David. (1966). The test of significance in psychological research. *Psychological Bulletin*, 66, pp.423-427.

Barone, Thomas (2004). Moral dimensions of teacher-student interactions in Malaysian secondary schools". *Journal of Moral Education*. Vol.33, Issue 2. p. 179-196, in (Fakhri R.) Khader (2012), *International Journal of Humanities and Social Science Vol. 2 No. 1; January 2012*, 270, The Malaysian Experience in Developing National Identity, Multicultural Tolerance and Understanding through Teaching Curricula: Lessons Learned and Possible Applications in the Jordanian Context)

Barraclough, S. (1984). Communalism and confusion: Towards a clarification of terms in the study of Malaysian politics. *Ethnic and Racial Studies Volume 7 Number 3 July*.

Brubaker, R., Loveman, M., & Stamatov, P. (2004). Ethnicity as cognition. *Theory and Society*, 33, 31-64. (University of California, Los Angeles; University of Wisconsin-Madison; Yale University).

Can-Seng Ooi. (2010). Political pragmatism and the creative economy: Singapore as a City for the Arts. *International Journal of Cultural Policy*, Vol.16, No.4, November, 403-417.

Cronbach L.J. (1951). "Coefficient alpha and the internal structure of tests". *Psychometrika*. 16 (3): 297–334. doi:10.1007/bf02310555.

- Dumessa, Melkamu & Godesso, Ameyu. (2013). Interethnic relations among students of Jimma University, Oromiya, Ethiopia. *International Journal of Sociology and Anthropology*, Vol. 5(5), August, pp. 170-191, Doi: 10.5897/IJSA 2013.0446, ISSN: 2006-988X.
- Deutsch, K. W. ((1961). Social mobilization and political development. *The American Political Science Review*, Vol. LV, No.3. 1961, 493.
- Erikson, E.H.(1959). Identity and the life cycle. *Psychological Issues*, 1(1).
- Fine, Gary Alan. 1999. Field labour and ethnographic reality. *Journal of Contemporary Ethnography*, 28, 532-540.
- ikulturelt samfunn uten fellesverdier? (India–A multicultural society without common values?). In Førland T. E. (Ed.), *Bidrag til verdienes historie (Contributions to the history of values)* (p.129), Oslo: Pax. In Kolsto, P. & Tyldum, G. *Ethnicity Studies 2006/1*.
- Jomo, K. S. (1986). A question of class: Capital, the state, and uneven development in Malaya. In Yeoh, Emile Kok-Kheng (Ed.), Socio-economic development and ethno-cultural diversity: State policy and the evolvement of pluralism in Malaysia, *International Journal of Business Anthropology Vol. 4(1)* 2013.
- Kolsto, P. & Tyldum, G. (2006). Common values and social cohesion in ethnically divided societies. *Ethnicity Studies 2006/1*.
- Lijphart, Arend. Constitutional design for divided societies. *Journal of Democracy* 15 (2):96-109.doi:10.1353/jod.2004.0029.Retrieved from http://ksghome.harvard.edu/~pnorris/Acrobat/stm103%20articles/lijphart%20Constitutional_Design.pdf.
- Jim, Claire . (2004). Imagining race and nation in multicultural America. *Ethnic and Racial Studies*, Vol. 27. No. 6, November. 987-1005.
- Koh Tsu Khoon. Interview. In Mohamed Mustafa Ishak. (2006). Tun Dr. Mahathir and the notion of Bangsa Malaysia. *Journal of International Studies*, 2006, Universiti Utara Malaysia, 61.
- Lance, C.E., Butts, M.M., & Michels, L.C. (2006). The sources of four commonly reported cutoff criteria: What did they really say? *Organizational Research Methods*, 9 (2), 202-220.
- Lewis, G. (2005). Welcome to the margins: Diversity, tolerance, and policies of exclusion. *Ethnic and Racial Studies*, Vol. 28. No.3, May, 536-558.
- Manyasi, Beatrice N. and Paul Onsare Onchera. (2013). Instruction of reading for nationhood: English language teachers' cognition in Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 4(5): 698-705, ©Scholarlink Research Institute Journals, (ISSN: 2141-6990).

- Matthias vom Hau. (2009). Unpacking the School: Textbooks, Teachers, and the Construction of Nationhood in Mexico, Argentina, and Peru . *Latin American Research Review, Vol.44, No. 3*.
- McEvoy, J. (2011). Managing culture in post-conflict societies. *Contemporary Social Science: Journal of the Academy of Social Sciences, 6:1, 55-71*. Retrieved from <http://dx.doi.org/10.1080/17450144.2010.534493>.
- Milner, Anthony. (2003). Who created Malaysia's plural society? *Journal of the Malaysian Branch of the Royal Asiatic Society, vol. LXXVI Part 2, 1-24*.
- Mohamed Mustafa Ishak. Tun Dr. Mahathir and the notion of Bangsa Malaysia. *Journal of International Studies, 2006, Universiti Utara Malaysia, 49-76*.
- Nordberg, Camilla. (2006). Claiming citizenship: Marginalised voices on identity and belonging. *Citizenship Studies, Vol. 10, No. 5, November, 523-539*.
- O'Grady, A. et al. (2005). Institutional racism and civil justice. *Ethnic and Racial Studies, Vol. 28. No. 4, July, 620-638*.
- Ozguç, Umut. (2011). Remaking Canadian identity:A critical analysis of Canada's human security discourse, *Journal of Human Security, Vol 7, no.3, pp.37-59*.
- Pettigrew, T. F. (1998). Intergroup contact theory, *Annu Rev. Psychol, 49, 65-85*.
- Phyllis Ghim-Lian Chew (Dr.). (2008). Competition or cooperation; War or peace? Language and Education in Singapore. *Asian EFL Journal: June 2008, Volume 10. Issue 2, Article 11*.
- Piaget, J. In Woolfolk, A. (2004). Boston: Allyn and Bacon. *Educational Psychology, 9th ed.*
- Rabushka, A. (1974). A theory of racial harmony. Columbia: University of South Carolina Press. In Yeoh, Emile Kok-Kheng, Socio-economic development and ethno-cultural diversity: State policy and the evolvement of pluralism in Malaysia. *International Journal of Business Anthropology Vol. 4(1) 2013*.
- Rosnani Hashim & Charlene Tan, C. (2009). A hyphenated identity: Fostering national unity through education in Malaysia and Singapore, *Citizenship Teaching and Learning, Vol.5, No.1, June*.
- Shakila Yacob.(2006). Political culture and nation-building. *Malaysian Journal of Social Policy and Society, Volume 3, 22-42*.
- Shamsul Amri B. (1996). Debating about identity in Malaysia: A Discourse analysis. *Southeast Asian Studies, Vol. 34 (3) December, 476-499*.

- Shenton, Andrew K.(2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22,63-75,IOS Press.
- Snauwaert, B., Soenens, B., Vanbeselaere N., & Boen, F. (2003). When integration does not imply integration: Different conceptualizations of acculturation orientations lead to different classifications. *Journal of Cross-Cultural Psychology*, Vol. 34 No. 2, March 231-239.
- Thompson, A. (2001). Nations, national identities and human agency: Putting people back into nations. *Sociological Review*, Feb. Vol. 49 Issue 1, 10-33.
- Turner, D.W. III, Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report Volume 15 Number 3 May 2010 754-760*
<http://www.nova.edu/ssss/QR/QR15-3/qid.pdf>.
- Vasil, R.K. (1984). Politics in bi-racial societies: The third world experience. New Delhi: Vikas Publishing House. In Yeoh, Emile Kok-Kheng, Socio-economic development and ethno-cultural diversity: State policy and the evolvement of pluralism in Malaysia. *International Journal of Business Anthropology vol. 4(1)*, 2013.
- Verkuyten, M., & Khan, A. (2012). Inter-ethnic relations in Malaysia: Group identifications, indispensability and inclusive nationhood. *Asian Journal of Social Psychology*, 15, 132-139.
- Vygotsky, Lev. In Woolfolk, Anita. (2004). *Educational Psychology*. (9th ed). Boston: Allyn and Bacon.
- Woolfolk, Anita. (2004). *Educational Psychology*. (9th ed). Boston: Allyn and Bacon.
- Yeoh, Emile Kok-Kheng, (2013). Socio-economic development and ethno-cultural diversity: State policy and the evolvement of pluralism in Malaysia. *International Journal of Business Anthropology Vol. 4(1)*.
- Yusuf, Hanna Onyi, (2012). Language as a Tool for National Integration: the Case of the English Language in Nigeria. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), Special Issue Volume 2 Issue 1, 2012*.

Dissertations

- Abd. Rahim Abd.Rashid. (1994). *Education, schooling and social development in Malaysia* (Unpublished doctoral thesis). University of Keela, United Kingdom).

- Alison, Luz., Molina Giron. (2012). *Educating good citizens: A case study of citizenship education in four multicultural high school classrooms in Ontario* (Doctoral dissertation). University of Ottawa, Canada. Retrieved from [http://www.ruor.uottawa.ca/...](http://www.ruor.uottawa.ca/)
- Deenen, Hanneke. (2014). *Fostering inter-ethnic relations in Macedonia: The importance of pre-service teacher-training*, (Masters thesis), Utrecht University, OSCE (Organisation for Security & Co-operation in Europe), Skopje.
- Ezhar Tamam. (2006). *Influence of Interethnic Attitudes of Malay and Chinese Malaysian University Students in Malaysia*. Ph.D thesis. University Putra Malaysia, Malaysia.
(in *Human Communication*. A Publication of the Pacific and Asian Communication Association. Vol. 12, No. 1, pp.53 – 66).
- Fazilah Idris. (2008). *The Influence of Individual attributes on inter-ethnic tolerance among early youth in Selangor* (Unpublished doctoral dissertation). Universiti Putra Malaysia, Malaysia.
- Helbling, Marc. (2008). *Practising Citizenship and Heterogeneous Nationhood-Naturalisations in Swiss Municipalities*. IMISCOE (International Migration, Integration and Social Cohesion) Dissertations: Amsterdam University Press.
- Igwara, Obi Patience. (1993). *Ethnicity, nationalism and nation-building in Nigeria, 1970-1992*. (Unpublished doctoral dissertation). University of London, London.
- Koh, Serene S. (2010). *National identity and young children: A comparative study of 4th and 5th graders in Singapore and the United States* (Unpublished doctoral thesis), University of Michigan, Ann Arbor, United States of America.
- Mak Kem Seng. (2011). *Questioning the text of reader-text transaction*. (Doctoral thesis), Universiti Sains Malaysia, Pulau Pinang, Malaysia.
- Mohammed Ali, Bakri. (1989). *Education, language and national integration in the Sudan*. (Doctoral thesis), University of London, United Kingdom.
- Nijboer, Yvette Leonie. (2011). *The ethnic identity and inter-ethnic relations of primary and secondary school students in former Yugoslavia republic of Macedonia*, Universiteit Utrecht, Organisation for Security & Co-operation in Europe.
- Odirachukwu Stephen Mwimnobi. (2003). *A critical exposition of Kwame Gyekye's communitarianism*. (Masters thesis). University of South Africa, South Africa.
- Plener, Peter. (1999). *Media of/and/in nation-building- Markers and scenarios of identity formation*. (Doctoral thesis). University Of Vienna.

Sivaperegasam R. Rajanthiran. (2010). *Perisytiharan Malaysia sebagai negara Islam dan implikasinya ke atas politik Malaysia*. (Doctoral dissertation). Universiti Kebangsaan Malaysia, Malaysia.

Sungwon yim. 2003. *Globalization and national identity: English language textbooks of Korea*. (Ph D thesis). The Steinhardt School of Education, New York University.

Conference Papers

Brown, Graham. (2005). Making ethnic citizens: The politics and practice of education in Malaysia. *Crise working paper No. 23*. Oxford: Crise, Centre for research on inequality, University of Oxford.

Easterly, W. (2006). Social cohesion, institutions, and growth. *Centre for Global Development, Working Paper Number 94 August 2006*.

Gagnon, F. and Michel Page, M. (1999). Conceptual framework for an analysis of citizenship in the liberal democracies: Conceptual framework and analysis. Strategic Research and Analysis (SRA) Directorate DG, *Strategic Planning and Policy Coordination, Department of Canadian Heritage, Vol.1, May*.

Hippler, J. (2002). Ethnicity, state, and nation-building- Experiences, policies and conceptualization. *SEF-Symposium: Nation-Building in the Globalization Process-A contribution to regional stability and global security?* 11-12 December, 2002. University Club, Bonn.

Jasbir Sarjit Singh & Hena Mukherjee. (1990). Education and national integration in Malaysia: Stocktaking thirty years after independence. *Projek Kajian Hubungan Etnik, Institut Pengajian Tinggi, Universiti Malaya. Kertas Tidak Berkala:3*

Jomo K. S. (Ed.). (2013). 13th General Election in Malaysia: An analysis of issues, outcomes and implications. *IDE-JETRO, Report 4*.

Kahn, Prof. Dr. Joel Simmons. (2011). Malay-ness: Other pasts, other futures. In Mohd. Azizuddin Mohd. Sani, et al. *A New Asian Century: Dynamics and Implications. Proceedings of the Third International Studies (ICIS 2010), Vol. II, UUM College of Law, Government and International Studies*.

Khoo Boo Teik. (2005). Ethnic structure, inequality and governance in the public sector- Malaysian experiences. *Democracy, Governance and Human Rights Programme Paper Number 20 December 2005. United Nations Research Institute for Social Development*.

Mah-Kamariyah & Philip Koh. (2005). Understanding the Rukun Negara and the social contract. *Asli National Unity Forum 24-25 Nov 2005*.

Maxwell, J. (1996). Social dimensions of economic growth. Eric John Hanson University of Alberta, *Memorial Lecture Series, Volume 8*.

Sachs, Wolfgang. (2003). Environment and human rights. *Wuppertal paper no. 137*, Wuppertal, Germany.

Seman, Ahmad. et al. (2011). The effectiveness of teaching and learning history based on multicultural (contexts) towards national integration in Malaysia. *Procedia Computer Science. World Conference on Information Technology. Vol. 3, p. 1588-1596.*

Shamsul Amri B. (2008). Many ethnicities, many cultures, one nation: The Malaysian experience. Institute of Ethnic Studies, *Kertas Kajian Etnik UKM Bil. 2, November.*

Internet Sources

Abdullah Haji Ahmad Badawi. (2004). Revitalising Education: Equipping Malaysia for the Realities of the 21st Century. Opening Address at the Malaysian Education Summit 2004. Retrieved from <http://www.pmo.gov.my/ucapan/?m=p&p=paklah&id=2840>

Abdullah Sani & Asrul Hadi . (2009). Nazri calls Dr. M a racist for defending BTN. *The Malaysian Insider*, December 7. Retrieved from http://research.omicsgroup.org/index.php/Biro_Tata_Negara

Abdul Razak Abdullah Baginda., Schier, P.,Konrad—Stiftung. (2008). Education in Malaysia: Unifying or divisive? Retrieved from https://books.google.com.my/books/about/Education_in_Malaysia.html?id=TCOcAAAAMAAJ&redir_esc=y

Awang Had Salleh (Prof. Dr.). (2003). The role of the English language in nation-building. Retrieved from http://72.14.235.104/search?q=cache:lxqGc_zjKoj:www.melta.org.my/ET/2003/2003-9...

Barone, Thomas N., & Ibrahim Ahmad Bajunid. Perceptions of values education in Malaysia (Thresholds in Education). Retrieved from <http://www.cedu.niu.edu/lepf/foundations/thresholds>.

[www.BEG \(Beyond Economic Growth\)_i_144.qxd](http://www.BEG(BeyondEconomicGrowth)_i_144.qxd) 6/10/04 1.46 PM

Bryman, A. E. Triangulation of Qualitative and Quantitative Methods in Panel Peer Review Research
<http://www.referenceworld.com/sage/socialscience/triangulation.pdf>.

Conroy, Ronan Michael, Royal College of Surgeons, Ireland. What should be the Cronbach Alpha thumb rule?
https://www.researchgate.net/post/What_should_be_the_Cronbach_Alpha_thumb_rule.

Darlington, R. The Question of Nationhood. Retrieved from <http://www.rogerdarlington.me.uk/nationhood>

Department of National Unity and Integration,
<http://www.jpnin.gov.my/en/indeks-ketegangan-masyarakat>,

http://www.jpningov.my/358?p_p_id=101_INSTANCE_ez3w&p_p_lifestyle=0&p_p_stat..

Faizah Idrus. Common identity construction,
http://www.nottingham.ac.uk/shared_edu/pdf

Farish A. Noor. (2006). The other Malaysia- Kafirs _RUs; Why we need to think beyond the Muslim-Kafir divide (Part 1). Retrieved from <http://www.othermalaysia.org/content/view/34/65/>

George Orwell. (1984). Retrieved from http://classiclit.about.com/od/nineteeneightyfour/fr/aa_nineteen.htm

Harvard Pluralism Project, University of Harvard, USA. www.pluralism.org.

Hefner, R. (as in, Zawawi Ibrahim, Globalization and National Identity: Managing Ethnicity and Cultural Pluralism in Malaysia). http://www.apcss.org/Publications/Edited%20Volumes/GrowthGovernance_files/Pub_Growth%20Governance/Pub_GrowthGovernancech9.pdf

Hippler, Jochen. Nation-Building: Concepts, violent conflicts, conflict prevention and nation-building- Terminology and political concepts, Retrieved from http://www.jochen-hippler.de/Aufsätze/Nation-Building_Concepts/nation-building_conc .

Institute of Economics and Peace, Sydney Global Peace Index, Retrieved from http://www.visionofhumanity.org/sites/default/files/Global%20Peace%20Index%20Report%202015_0.pdf, www.economicsandpeace.org .

Keown, P., Parker, L., & Tiakiwai, S. (2005). Values in the New Zealand curriculum: A literature review on values in the curriculum. Report for the Ministry of Education, New Zealand. Retrieved from <http://www.waikato.ac.nz/wmier/research/projects/values-in-the-new-zealand-curriculum> 2005.

Kinsky, Nadezda, *Language and education in the multiethnic context- Group conflict and nation-building*. 2005. Institute for Strengthening Democracy and Human Rights in Multiethnic Societies, Budapest. Retrieved from <http://www.kakanien.ac.at/beitr/theorie/NKinsky1.pdf>

Mahathir Mohamad. (1991). The way forward- Vision 2020. Working paper presented at the Malaysian Business Council. Retrieved from <http://www.wawasan2020.com/vision/> .

Mahathir Mohamad. (1992). Address, presented at seminar, A United Malaysian Nation by the Year 2020. Retrieved from www.pmo.gov.my/WebnotesApp/PastPM.nsf/a310590c7cafaaae48256db4001773ea/0067ef865f91c4825674a00

Malaysian Education Philosophy (1988).
(www.ibe.unesco.org/International/ICE/natrap/Malaysia.pdf).

Malaysian population statistics, (www.countrymeters.info/en/malaysia).

- Manimaran, G. (2009). Nazri finds another backer in tiff with Dr. M. *The Malaysian Insider*. 11 December. Retrieved from https://en.wikipedia.org/wiki/Biro_Tata_Negara.
- Najib Razak. (2011). About 1Malaysia. Retrieved from <http://www.1malaysia.com.my/about/about-1malaysia/>
- Pohl. (2000). Learning to think, thinking to learn (on Bloom's Taxonomy). Retrieved from <http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>
- Program RIMUP Pupuk Perpaduan Bermula Di Sekolah Rendah <https://www.youtube.com/watch?v=9PaqfRJ5w9M>
- Raja Nazrin. (All have a place in the Malaysian sun). Retrieved from <http://thestar.com.my/news/story.asp?file=/2007/4/5/nation/17355598&sec=nation>.
- Rivera, C. (2007). Nipping bias in the bud- Some preschools are using a special program to teach their students before prejudices take hold, to respect cultural, racial and religious diversity. *Los Angeles Times*, 10 February. Retrieved from <http://articles.latimes.com/2007/jul/16/local/me-bias> 16.
- Ryan, A.B. https://www.google.com/?gws_rd=ssl#q=POSITIVIST+RESEARCH+APPROACH;eprints.maynoothuniversity.ie/874/1/postpositivist_approaches_toresearch.pdf.
- The Economist Intelligence Unit's Democracy Index 2015- Democracy in an age of anxiety, [www. eiu.com](http://www.eiu.com)
- Tsai Yen-Ling, Spaces of Exclusion, Walls of intimacy: –Chinese Exclusivity” in *Indonesia* http://hs.nctu.edu.tw/lau7_su1_tiau5_bok8_uploads/1388990806a40bcb.pdf.
- UNOAC. United Nations Alliance of Civilisations (Unoac) Mission Statement <http://www.unoac.org/content/view/39/187/lang,english/>
- Wong Fook Meng. (2007). Forging a young Malaysian identity towards national unity. Retrieved from <http://www.malaysianbar.org.my>
- Zakri Abdul Hamid, (Prof., Dr.). (2012, February 16). A balance between envions, growth : Sustainable development is a sign of moderation. Retrieved from <http://fri.gov.my/NewsDetail.asp?itemid=10063>.

News Media Sources and Publications

- Abdullah Ahmad Badawi. (2005, September). The new national language. Interview with Eddin Khoo & Jason Tan. *Off the Edge*, (Issue Number 9), p.31.

- Abdul Rahman Dahlan. (2014, February 25). (Malaysian spirit of unity). *New Straits Times*.
- Abdul Wahid bin Omar YB Senator Dato' Sri. (2014, May 26). Minister in the Prime Minister's Office. How can Malaysian youths best prepare for the future. Keynote address. *Perdana Discourse*.
- Aikut (2014, September 18). Segregated Malaysian education system. *New Straits Times*, p.19.
- Balakrishnan, Vishalache. (2017, February 16). Focus on formative years. *New Straits Times*, p.20.
- Brubaker R. (2013, January 6). Travails of higher education. *Learning Curve, New Sunday Times*, p. 4.
- Buku Panduan Rancangan Integrasi Murid-Murid Bahagian Sekolah-Sekolah Kementerian Pelajaran Malaysia 1985.
- Campbell, James. (2012, December 2). In schools we trust. *Learning Curve, New Sunday Times*, p. 4.
- _____. (2014, January 4). (Importance and power of the concept of 'gesture') *Learning Curve, New Straits Times*, p.10.
- _____. (2015, January). Importance of gestures. *Learning Curve, New Sunday Times*, p. 10.
- _____. (2015, February 22). Bridging the action-ability gap. *Learning Curve, New Sunday Times*, p.11.
- Danial Rahman. (2016, February 11). How do you envision Malaysia in 2057?, (on Danni Rais). Retrieved from *The Star Online*. <http://www.thestar.com.my/opinion/online-exclusive/whats-your-status/2016/02/11/how-do-you-envision-malaysia-in-2057/>
- Denison Jayasooria, Teo Lee Ken, Muhammad Ismail Aminuddin, Saiful Hassan. (2014, May). Hubungan Antara Kaum dalam Sistem Pendidikan di Malaysia. *Research Report Paper Series No.2, Institute of Ethnic Studies (KITA)*, Bangi.
- Dudley, R. (2012, February 22). Build upon common goals. *New Sunday Times*, p.24.
- Dzulkifli Abdul Razak. (2007, February 11). Learn to be nice. *New Sunday Times*, p. 35.
- _____. (2012, February 28). (Schools and unity, Muhyiddin Yassin), *New Sunday Times*, p.28.
- _____. (2012, September 2). Springboard to success. *New Sunday Times, Learning Curve*, p. 16.
- _____. (2012, October 21). Multiliteracies in a new era. *New Sunday Times, Learning Curve Perspective*, p. 16.

- _____. (2015, January 14). Rebuilding bridges and mindsets. *the Sun*, p. 13.
- Editorial. (2015, November 22). Build on kindy trend for unity. *New Sunday Times*, p.20.
- Faridah Shah. (2012, December 20). Push for a new science education policy. *the Sun*, p. 12.
- Faridah Hameed. (2014, September 13). *The Malay Mail*, p.22.
- Fernandez, E. (2015, March 14). Equipping students with 21st century skills. *New Straits Times*, p. 7.
- Francis Loh. (2007). What if the PM had proclaimed 'Democratising Malaysia' a GTP or an NKRA? *Aliran Monthly, Vol.27, No.4*, pp.2-7.
- Friedman, Thomas L. (2013, May 6). This ain't yogurt. *New Straits Times*, p. 16.
- _____. (2014, November 14). The Middle Eastern dream. *New Straits Times*, p.16.
- Halimah Mohd. Said. (2012, December 8). National Education System- More integration, inclusiveness needed. *New Straits Times*, p, 19.
- _____. (2013, March 18). The power of language. *the Sun*, p. 13.
- Hassan Ahmad. (2007, January). Konsep bangsa Malaysia tidak relevan? *Dewan Masyarakat*, pp. 40-41.
- Ibrahim Bajunid. (2012, May 5). *New Straits Times*, pp.14-15.
- _____. (2014, September 19). Tyranny of the lesser leaders. *New Straits Times*, p.14.
- _____. (2014, October 31). The school teacher culture. *New Straits Times*, pp.16-17.
- _____. (2015, May 15). Enlightened scholar-teachers. *New Straits Times*, pp. 14-15.
- Jabatan Perdana Menteri. (2010). *IMalaysia- Government Transformation Programme, the roadmap*. Unit Pengurusan Prestasi dan Pelaksanaan (PEMANDU).
- Jabatan Perdana Menteri. (2011). *Jabatan Perpaduan Negara dan Integrasi Nasional-Key statistics*. JPNIN 2011 (Quarterly).
- Johan Jaaffar. (2012, December 22). My (surprise) picks for Persons of the Year. *New Straits Times*, p. 15.
- _____. (2014, December 27). (Right values of good citizenship). *New Straits Times*, p.12.

- Jun E-Tan, Dr. (2015, February 10). People economy for inclusive economy (ISIS- Institute of Strategic and International Studies, Malaysia). *New Straits Times*, pp.12-13.
- Kamar Oniah Kamarulzaman, Dr. (2011, February 2). Islam: A contemporary comparative view. *New Straits Times*.
- Keown, P., Parker, L., & Tiakiwai, S. 2005. Values in the New Zealand curriculum: A literature review on values in the curriculum. *Report for the Ministry of Education, New Zealand*.
- Kessler, C. (2010). The (still-rumbling) ideas of Ketuanan Melayu and the Malaysian social contract-their origins, uses and public career. *Off The Edge. Feb. 2010, Issue 62*, p.56.
- King's address. (2011, December 13). Unite for Prosperity. *New Straits Times*, p.1.
- _____. (2016, December 11). Tuanku Abdul Halim Mu'adzam Shah's Farewell speech at State Banquet ceremony. *New Straits Times online/travel.nst.com.my/news/2016/12/196275/full-text-tuanku-abdul-halim-muadzam-shahs-speech-state-banquet-ceremony*.
- Lesslar, Angeline. (2012, October 24). Sex and Morality, *the Sun*, p.14.
- Memeti, A. & Kreci, V. (2012). The Path to Ohrid Framework Agreement. (*ongoing research*), *South East European University, Macedonia*.
- Minister of Education, Malaysia. (2017, January 27). Starting them young: Malaysia to consider working on curriculum for infant, toddler. *New Straits Times (NST online)*, p.21.
- Muzaffar, Chandra. (2012, August 19). Islam. *Utusan Malaysia*, p. 8.
- Netto, Terence. (2014, July 15). *Malay Mail*, p.22.
- Ng, Eugene. (2007, August). Remembering '57: Four Malaysians tell us what Merdeka means to them, in Tan Chee Beng. Malaysia: Ethnicity, nationalism, and nation-building (p.9), In Lee H.G. & Leo S. (Eds.) (2012). Malaysian Chinese- Recent developments and prospects. Singapore: Institute of Southeast Asian Studies. *Going Places, Malaysian Airlines magazine*.
- Pereira, Xavier, Dr. (2012). Malaysian youth. *Herald, The Catholic Weekly*. Kuala Lumpur: The Archbishop of Kuala Lumpur.
- Rajoo, Sandra. (2013, January 24). Moral studies. *New Straits Times*, p. 19.
- Ramakrishnan, P., Francis Loh, & Khoo Boo Teik. (2005). A Perspective on national unity. *Aliran, Vol. 25, No.8*.
- Rita Sim. (2011, December 22). Time for rethink of policy on UEC (Unified Examination Certificate). *New Straits Times*, p. 28.

- Said, Edward. The missing gesture. *New Perspectives Quarterly*, Volume 20, Issue 2, p. 62 May 2003. In James Campbell, Importance of gestures. *Learning curve, New Sunday Times*, 4.1.2015, p. 10. Retrieved from <http://www1.international.ucla.edu/article.asp?parentid=3266>).
- Saifuddin Abdullah. (2014). New realities and national unity. *myForesight (Malaysia's National Foresight Magazine) 02/2014*, p. 11.
- Shad Saleem Faruqi. (2014, September 18) (Assimilation, integration and diversity). *The Star*, p. 25
- Shahfizar Musa. (2008, August). The elusive social contract- Does it exist? United Nations Education, Scientific and Cultural Organisation 1996 Report *Forward, August 2008, Year 2, Issue 26*. pp. 18-24.
- Shamsul, Amri Baharuddin. (2006, February 26). Presenting a state of stable tension, *New Straits Times*.
- _____. (2011, December 16). Malaysia has a gift for the world. *New Straits Times*.
- Wong Phui Nam. (1996, March 13). (Jose Carlo Marietegu, Peruvian poet and nation-building). *New Straits Times*, p. 9.
- World Bank Report 2004*. (2003). Washington, DC 20433: World Bank and Oxford University Press/ The International Bank for Reconstruction and Development.
- Wong, Steven. (2015, September 29). Divided countries achieve very little. *New Straits Times*, pp.20-21.
- Zakri Abdul Hamid, (Prof.). (2013, May 2). Dr. Malaysia in the eyes of the world. *New Straits Times*, p. 19.
- Zawiah Yahya. (2003, October 5). The making of a nation. *News Straits Time*

Broadcasts

- Debat perdana. (2005, June 7). *Education policy, meritocracy and university places. RTV 1.*
- Debat perdana. (2006, March 5). The nation and the Rukun Negara... *RTV 1.*
- National Issues... (2007, November 11). Democracy in Malaysia. *Fast Forward Channel, RTV 2.*
- Frost, D. (2012, December 29). Palestine-Israel Peace, Interview with Shimon Peres. *David Frost on the world, Media Broadcast Programme, Al Jazeera Channel 51.*

APPENDICES

APPENDIX A: PHOTOGRAPHS WITH MALAYSIAN PERSONALITIES

1. **Research student with Tun Dr. Mahathir Mohamad, former Prime Minister of Malaysia.**



2. Research student with Tan Sri Joseph Kurup, Minister in the Prime Minister's Office for unity and national integration.



APPENDIX B: LETTERS FROM MINISTRY OF EDUCATION, STATE EDUCATION DEPARTMENTS AND PERDANA LEADERSHIP FOUNDATION

1. Letter from Ministry of Education

 **BAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDEKIDAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1-4, E-8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62000 PUTRAJAYA.** Telefon : 03-8846571
Faks : 03-8846579

Ref. Kami : KP(BPPDP)603/5/XLQ.10 (53)
Tarikh : 30 Oktober 2012

SaranBran Nairu A/L M.N. Nairu
No. 37, Taman Mutiara
02000 Sungai Petani
Kedah

Tuan/Puan,

**Keputusan Untuk Menjalankan Rujukan Di Sekolah Institut Pendidikan Tahap
Pelajaran Menari dan Bahagian-Bahagian Di Dalam Kementerian Pelajaran Malaysia**

Adalah saya dengan hormatnya memberitahu bahawa permohonan tuan/puan untuk
menjalankan kajian bertajuk :

1. The Incultation Of Nationhood Values In The Malaysian Secondary Schools: Bahasa
Malaysia And English " dibenarkan.

2. Keputusan ini adalah berdasarkan kepada cadangan penyelidikan dan instruksi kajian yang
tuan/puan kemukakan ke Bahagian ini. **Keputusan bagi membolehkan samuel halim merdu
diperolehi dari Ketua Bahagian/Pemarah, Pelajaran Menari yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini sekurang-kurangnya laporan akhir kajian/laporan dalam
format elektronik berformat Pdf di dalam CD bersama rujukannya sebelum sebagai berikut.
Tuan/Puan juga diingatkan supaya mendapat kebenaran bertulis dahulu daripada Bahagian
ini sekiranya sebarang atau sebarangnya kegiatan kajian tersebut hendak dibentangkan di mana-
mana forum atau seminar atau ditunjukkan kepada media massa.


Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT KEPADA NEGARA"


Saya yang, *(Signature)* **DR. HO. ZABANI BIN DARUS**
Kamus Keseluruhan
Seri: Penyelidikan dan Penyelidikan
P.1, Bangunan
Bahagian Perancangan dan Penyelidikan Dasar (Pondasi), dan
Kementerian Pelajaran Malaysia

 **Universiti Utara Malaysia**

2. Letter from Kedah Education Department

	<p>كَبَائِرُ قَلْبِهِمْ يَوْمَ الْقِيَامَةِ JABATAN PELAJARAN NEGERI KEDAH DARUL AMAN KOMPLEKS PENDIDIKAN, JALAN STADIUM 05604 ALOR SETAR KEDAH DARUL AMAN</p>	<p>No. Telefon : 04 740 4000 No. Faks : 04 740 4342 Laman Web : www.kedah.edu.my</p>
---	--	--

Ruj Tuan:
Ruj Kami : JPK03-07/3212 Jld 9(12)
Tarikh : 10 Oktober 2012
24 Zulkaedah 1433

 Encik Suranthiran Naidu M.N Naidu
No. 17 TamanMutiara
08000 Sungai Petani

Tuan/Puan,

Kebenaran Untuk Menjalankan Kajian/Soal Selidik di Jabatan Pelajaran Negeri / Pejabat Pelajaran Daerah dan Sekolah – Sekolah di Negeri Kedah Darulaman

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian/ soal selidik, mengumpul dan mengutip data di Sekolah-sekolah di Negeri Kedah bertajuk “ **The Inculcation of Nationhood Values in the Malaysian National Secondary Schools: A Study of the Bahasa Malaysia and English Language Curriculum in Enhancing National Integration**” telah di **luluskan**. Sekolah-sekolah yang terlibat seperti berikut:-

- 2.1 Sekolah Menengah Kebangsaan Ibrahim, Sg Petani
- 2.2 Sekolah Menengah Kebangsaan Sultan Badlishah, Kulim
- 2.3 Kolej Sultan Abdul Hamid, Alor Setar
- 2.4 Sekolah Menengah Kebangsaan Convent Father Barré, Sg Petani.

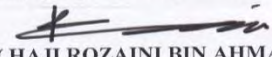
3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan/puan kemukakan ke Kementerian Pelajaran Malaysia. Tuan/Puan dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media.

4. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/Guru Besar sekolah berkenaan dan adalah sah sehingga 30 September 2013.

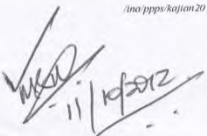
Sekian, terima kasih.

“ BERKHIDMAT UNTUK NEGARA “
“ PENDIDIKAN CEMERLANG KEDAH TERBILANG “



Saya yang menurut perintah,


(HAJI ROZAINI BIN AHMAD BCK)
Penolong Pengarah Kanan (Ketua Unit)
Unit Perhubungan dan Pendaftaran
Sektor Pengurusan Sekolah
b.p. Pengarah Pelajaran Negeri Kedah Darul Aman.

/no/ppps/kajian2012



3. Letter from Pulau Pinang Education Department.


JABATAN PELAJARAN PULAU PINANG
JALAN BUKIT GAMBIR
11700 PULAU PINANG
Tel : 04-657 5500, Faks : 04-658 2500
<http://jpapp.edu.my>

"1 MALAYSIA : RAKYAT DIDAHULUKAN PENCAPAIAN DIUTAMAKAN."

Ruj Tuan :
Ruj Kami : JPNPP(PER) 1000-4/2 Jld.3 (75)
Tarikh : 19 Februari 2013

Suranthiran Naidu A/I. M.N. Naidu
No:17 Taman Mutiara
08000 Sungai Petani
Kedah

Pg. ✓

Tuan/Puan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PERGURUAN, JABATAN PELAJARAN NEGERI DAN BAHAGIAN - BAHAGIAN DI BAWAH KEMENTERIAN PELAJARAN MALAYSIA

Dengan hormatnya saya diarah merujuk perkara tersebut di atas.

2. Surat kelulusan menjalankan kajian daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia Bil. KP(BPPDP)603/5/JLD 10 (53) bertarikh 30 Oktober 2012 adalah dirujuk.

3. Dengan ini dimaklumkan bahawa pihak Jabatan Pelajaran Pulau Pinang, tiada halangan untuk Tuan/Puan menjalankan penyelidikan di sekolah-sekolah negeri Pulau Pinang yang bertajuk:

"The Inculcation Of Nationhood Values In The Malaysia Secondary Schools: Bahasa Malaysia And English"

4. Walau bagaimanapun Tuan/Puan adalah tertakluk kepada syarat-syarat seperti berikut:

- 4.1 Mendapat kebenaran dari Penggetua/Guru Besar sekolah berkenaan.
- 4.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
- 4.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
- 4.4 Menghantar satu salinan laporan kajian ke Jabatan ini setelah selesai kajian.
- 4.5 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
- 4.6 Surat ini berkuatkuasa sehingga 31 Disember 2013.

Sekian, terima kasih.


"BERKHIDMAT UNTUK NEGARA"


Saya yang menurut perintah,

(ZURIDA BINTI MUSTAPHA)
Penolong Penkaltat Institusi Pendidikan
Jabatan Pelajaran Pulau Pinang
b.p Ketua Pendaftar Institusi Pendidikan
Kementerian Pelajaran Malaysia

✓
5/3/2013

4. Letter from Perak Darul Ridzuan Education Department.

 **JABATAN PELAJARAN PERAK**
JALAN TUN ABDUL RAZAK
30640 IPOH,
PERAK DARUL RIDZUAN.



Telefon : 05-501 5000 Faks : 05-527 7273 Portal : www.pelajaranperak.gov.my

"1MALAYSIA : RAKYAT DIDAHULUKAN PENCAPAIAN DIUTAMAKAN"
PENYELIDIKAN. Ruj. Kami : J. Pel. Pk (AM)5114/4 Jld.11 (18)
Tarikh : 17 Februari 2013

SURANTHIRAN NAIDU M. N. NAIDU,
No. 17, Taman Mutiara,
08000 Sungai Petani,
Kedah Darul Aman.

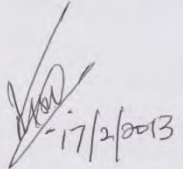
Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH - SEKOLAH
DI NEGERI PERAK DI BAWAH JABATAN PELAJARAN NEGERI PERAK**

Sukacitanya perkara di atas di rujuk dan surat tuan bertarikh 1 Februari 2012 serta Surat dari Bahagian Pengurusan Sekolah Harian, Kementerian Pelajaran Malaysia, Rujukan: KP(BPPDP)603/5/Jld.10 (53), bertarikh 30 Oktober 2012 adalah berkaitan.

2. Sehubungan dengan itu, dimaklumkan bahawa Jabatan Pelajaran Perak **tiada halangan** untuk membenarkan pihak tuan menjalankan kajian "**The Incuication Of Nationhood Values In The Malaysian Secondary Schools : Bahasa Malaysia And English**" seperti dinyatakan dalam surat tuan dengan syarat-syarat berikut :-

- 2.1 Pihak tuan perlu mendapatkan kebenaran terlebih dahulu daripada Pegawai Pelajaran Daerah dan Pengetua atau Guru Besar sekolah berkenaan untuk menggunakan sampel kajian;
- 2.2 Kajian yang dijalankan hendaklah tidak mengganggu proses pengajaran dan pembelajaran yang telah ditetapkan oleh pihak sekolah;
- 2.3 Pihak tuan bertanggungjawab menjaga keselamatan dan kebajikan guru-guru dan murid yang terlibat dalam kajian ini;
- 2.4 Pihak tuan hendaklah bertanggungjawab menanggung semua kos kajian;
- 2.5 Guru-guru/ murid tidak boleh dipaksa terlibat dengan kajian ini;

 -17/2/2013.

"CINTAILAH BAHASA KITA"
(Sila catatkan rujukan pejabat ini apabila berhubung)

2.6 Pihak tuan dipohon agar mengemukakan **satu (1) salinan laporan kajian dalam tempoh 30 hari** ke jabatan ini selepas kajian tersebut dilaksanakan; dan

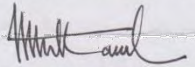
2.7 Tiada sebarang implikasi kewangan terhadap Jabatan Pelajaran Negeri Perak, Pejabat Pelajaran Daerah dan pihak sekolah.

3. Kebenaran permohonan ini adalah untuk tujuan yang dipohon dan melibatkan sekolah dalam daerah yang dinyatakan sahaja.

Sekian untuk makluman dan tindakan tuan selanjutnya, terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menurut perintah,

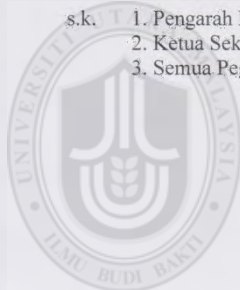


(HAJI MOHD IDRIS BIN HJ. RAMLI, PMP., AMP.)

Timbalan Pengarah Pelajaran Negeri Perak

b.p Pengarah Pelajaran Negeri Perak.

- s.k.
1. Pengarah Pelajaran Negeri Perak
 2. Ketua Sektor Pengurusan Sekolah
 3. Semua Pegawai Pelajaran Daerah



UUM
Universiti Utara Malaysia

nmy/upp/130213

5. Letter to Terengganu Education Department.

24 October 2013.

En. Suranthiran Naidu M.N.Naidu

Institut Pemikiran Dr. Mahathir,
Pusat Pengajian Perundangan, Kerajaan dan
Antarabangsa, Universiti Utara Malaysia,
Kedah Darul

Aman. Kepada,

Pengarah Pendidikan,
Unit Perhubungan,
Jabatan Pendidikan Negeri
Terengganu, Kuala Terengganu.
(up En Hamid
Yahya, Pn Normah).

Tuan,

Per: Penyelidikan di Sekolah.

Saya, seperti di atas, memohon kebenaran tuan untuk menjalankan kajian ringkas di sebuah sekolah (satu) di negeri Trengganu, yang kami berharap akan di tetapkan oleh pihak tuan.

2. Tajuk penyelidikan berkenaan adalah seperti berikut,

“ The Inculcation of nationhood Values in the Malaysian Secondary Schools: Bahasa Malaysia and English”.

3. Permohonon ini dirujuk kepada surat kelulusan Kementerian Pelajaran Malasia, KP(BPPDP)603/5/JLD.10(53), bertarikh 30 Oktober 2012, yang telah disampaikan melalui emel kepada KPP Bahagian Akademik, En Azman Osman, dan seterusnya, kepada Unit Perhubungan tuan.

4. Kami perlukan kerjasama tuan untuk memilih sebuah sekolah pusat yang menerima pelajar dari kawasan luar bandar dan bandar, selepas peperiksaan UPSR dan PMR itu. Diminta sampaikan maklumat berkenan Guru Kanan Bahasa sekolah berkenaan, supaya kami dapat uruskan hal bersabit kajian ini, melalui hubungan talipon secara cepat mungkin dan dengan cara teraturnya.

5. Juga, diharapkan sekolah yang di pilih tuan terkandung populasi pelajar berbilang kaum, dengar sebaik yang boleh.

Kami berharap dapat maklumat ini dari pihak tuan secepat mungkin memandangkan permulaan cuti sekolah tidak lama lagi.

Sekian, terima kasih.

“BERKHIDMAT UNTUK NEGARA”.

Yang benar,

(Penyelidik, En. Suranthiran Naidu).

sk. 1. Ketua Sektor, Bhg Perancangan dan Penyelidikan Dasar Pendidikan, Kem Pendidikan Malaysia.

2.KPP, Bhg. Akademik, JPN Terengganu

[Arrangements to obtain the requisite data from the Selangor state were carried out with the assistance of teachers known to the researcher].



6. Letter from Perdana Leadership Foundation



**APPENDIX C: E-MAIL INTERVIEW WITH YB TUAN
KHAIRY JAMALUDDIN ABU BAKAR, MINISTER OF
YOUTH AND SPORTS, MALAYSIA**

Interview questions and responses

1. Are language education programmes and their concomitant values dimension-with particular reference to the English language, an effective means for personal, holistic advancement for Malaysian youth, in the context of today’s globalizing world?

Yes, I do believe that an effective teaching programme in English would be an effective way for personal and holistic growth for the Malaysian youth. I would like to reiterate that I believe most Malaysians are in agreement that a strong command of the English language is an essential prerequisite for any schoolleaver who wants to understand and absorb the massive corpus of knowledge available in reference books written in English at the tertiary level, or any graduate who wants to compete in the marketplace.

The English language has become a basic requirement for students and job-seekers in this increasingly globalized world where it is, for now, the undisputed lingua franca. The issue here is not the importance of English. That is self-evident and the education system must commit itself to making our students fluent in English. In fact, I have consistently urged Malays and the Malaysian youth at large to emulate other communities in Malaysia by becoming bilingual, even trilingual.

Many communities around the world have already immersed themselves in strong multicultural values; language is a strong tenant of many of them. The necessity to master the English language is the first step to understanding that the realms of linguistics isn’t confined to just English but the ability to deconstruct entire societal concerns, language is merely a tool in achieving that.

2. In your view, do the English language education texts and teaching lessons, reflect the principles and nationhood values projected in the Federal Constitution, the Rukun Negara and the National Education Philosophy?

I don’t think that the language education texts and teaching lessons solely reflect values in the Federal Constitution, Rukun Negara and the National Education Philosophy. The teaching lessons have a bigger objective which is to get students to be proficient and fluent in the language. The clincher here is the understanding that the youth are not ignorant of these articles. It is interest that we need to foster. Sure we can insert anecdotes and examples that can foster the love for a country and patriotism, but I believe that strong and prosperous nations are made up of citizens who are skilled, well-educated and confident.

3. Do you think that English language lessons on nationhood values can help Malaysian youth to develop positive inter-communal understanding and relationships, help remove any ignorance of one another’s cultures and

religions, deepen one's APPRECIATION of one another's aspirations and hopes as Malaysian citizens?

I think that nationhood values can help Malaysian youths to understand each other better, full stop. It does not necessarily have to be conducted in English. I believe that deeper understanding comes from sharing a common language and I believe that every single Malaysian should at least have a certain level of proficiency in the national language which is Bahasa Malaysia. It saddens me that there is still a large segment of the population who live in parallel lines, where they don't meet and they don't interact. They speak in their own native languages and don't bother to learn the national language because there isn't a need for it. This has to change. If it is more effective to teach English to achieve these results, I would encourage it.

4. To what extent do you think that the national education leadership, and the English language teachers using nationhood thematic teaching items in their lessons, can help in fostering a deeper sense of belonging to the nation, a common national identity, and thereby, help enhance national integration and solidarity among our students and the Malaysian society at large?

In so far as any teacher is able to present, educate and inspire their students they will be able to successfully forward values that are congruent to the development of nationhood principles such as patriotism. It must be noted however, that the main goal is the education of these children based on their syllabi. Conducting nationhood themes is not mutually exclusive to the teaching of English alone. It is effective in the inclusion of many subjects and that is the key point here.

Utilizing teachers and a medium of forwarding themes is a great method. This is only strengthened by how committed, passionate and sincere our teachers are. It is not sufficient for there to be a lesson format that teachers read from; instead these principles must be exemplified in their daily routine. It will not be disputed that a vast majority of teachers sacrifice hours upon hours in order to achieve an outcome that is desirable to every student. Fostering a national identity in every student is a daunting task on top of their role as educators. This is especially true given that many students form a unique set of qualities that craft either a path that is easier for nationhood values to be instilled or one that is difficult. Teachers may have to assess, evaluate and care for each student in a unique and non-contradictory manner. Therefore, whilst they are most definitely in the best position to do so, the outcomes of their attempts must be juxtaposed against the hurdles they have to overcome.

5. General thoughts on the „Gen-Y“

There is a wealth of tapped and untapped potential with the Millennials. There is a delicate balance required when engaging with the youth and especially the Gen-Y. It is my strong opinion that enforcing the education syllabi to its fullest and creating more opportunities for recognition of youth talent is key in addressing various areas of concern amongst the Gen-Y.

Many of these communities have a weapon that had yet been unsheathed by generations before them; technology. The access to social media at the click of a button, a wave of a hand or a nod of the head is a clear sign that there is ultimately no real excuse for engaging with untapped potential. The English language has a plethora of platforms at its disposal. The options are endless and the potential, indescribable

APPENDIX D: STUDENT QUESTIONNAIRE, OPEN-ENDED QUESTION ITEMS- RATING SCHEME AND SOME RELATED RESPONSES OF STUDENT RESPONDENTS.

Table D.1.

Rating scheme of student responses for determination of dependent variable scores

RS	STUDENT RESPONDENT RESPONSES
1	Short responses :-, „No“, „Yes“, „Maybe“
2	Brief, abrupt responses :-, „Not very possible“, „Quite difficult“, „Not so helpful“
3	Lacking clarity :-, <i>Teacher not fair</i> ’, „Students little chance’, „Lessons be more’, <i>Nobody guide</i> ’
4	Attempts made on knowledge issues :-, <i>Teacher important</i> ’, „A lot exam work’, <i>Little all students in activity</i> “
5	Divided stand :-, „Not so good“, „More class activities, then maybe“ , „Language item is for study grammar. Maybe later“
6	Brief knowledge and positive stand :-, „Ya. Saling bantu-membantu, bekerjasama, sayang-menyangi“, „About flora, our country, state, Malaysians, food, get independence“, „sense of true unity“ , ‘learn other culture’ , „feel patriotic as a Malaysian“, „Makes me feel proud“, <i>Live in peace</i> ’,...
7	Positive and short concurrence :-, „People can be well“, „Good for country“ , „I feel more united“ , „It is beneficial to learn about our country“, „Nation can be more peaceful“, <i>More understanding very good, Malaysia be success</i> ’,....
8	Positive substantiation :-, „Good for helping others“, „It is very vital to create a better student“ , ‘If one person is bad, the race of other person may be good’ , „Opportunity should be given to those with high <i>elligibility</i> “, „Yes- help to accept and respect <i>others’ culture and religion</i> “, „...The best way to interact is hold more activities which <i>can include of</i> different religions and races“, „By these language items, I can know the cultures of other Malaysians , so I can communicate with other friends of different races and also improve the unity... “, „Education plays important role as they are capable to change opinion“ ,
9	Substantiation and some elaboration :- „Unity is good for all“ , „People can work hard“, „Socializing for me is better to instill unity“ , „Can create a better generation when we are united“ , „Be more open-minded about racial issues“ , „We are living in Malaysia. No unity, no peace“
10	Positive substantiation on study themes :-, „Unity can bring stability, economic growth“ , „People will enjoy well-being“, „If people do not accept one another there can be conflict“

[As based on Curriculum Development Centre, Ministry of Education Bahasa Ingeris Syllabus 2003, and Forms 2 and 4 English Language Texts, KBSM 2003, 2011 Dewan Bahasa dan Pustaka, Malaysia. The above rating schema is with reference to section 3.8.1., p. 164 and Table 3.4, p. 158].

Key: RS- Rating Scheme- 1 to 10 score points; **Italics**- Indicating linguistic error; **Expressions in bold and underlined** indicating deeper thought given, demonstrating sense of positivity.

APPENDIX E: MALAYSIAN PERSONALITIES, AUTHORITIES INTERVIEWED

1. Heads of Bahasa Inggeris, Bahasa Malaysia Units, Curriculum Development Division Officials, Ministry of Education Malaysia, Putrajaya (April, 2008)
2. Tun Dr. Mahathir Mohammad, (18.12.2014)
3. Tan Sri Joseph Kurup, Minister for National Unity and Integration, Prime Minister's Office (5.2.2015)
4. Yang Berhormat Khairy Jamalluddin Abu Bakar, Minister for Youth and Sports, Malaysia (email, 29.4.2015)
5. Professor Dr. Mohamed Ishak, Vice Chancellor, Universiti Utara Malaysia (28.7.2013)
6. Professor Dr. Nor Adenan Yahya, Vice Chancellor Al-Bukhary International University (AIU) (21.8.2014)
7. Professor Datuk Dr. Abdul Rahman Abdul Aziz, Pengarah, Institut Pemikiran Doktor Mahathir, Universiti Utara Malaysia (21.7.2014)
8. Encik Gandesan Letchumanan, Director General, Department of Unity and National Integration, Prime Minister's Office, Malaysia (7.8.2014)
9. Dr. R. Sivaperagasam Rajanthiran, Senior Lecturer, School of Law, Government and International Relations, Universiti Utara Malaysia (20.12.2013)
10. Professor Dr. Chandra Muzaffar, Director of the Movement for a Just World (JUST) (14.5.2008)
11. Distinguished Professor Shamsul Amri Baharuddin, Director, Ethnic Studies Department (KITA), Universiti Kebangsaan Malaysia (8.5.2015)
12. Professor Dr. Ibrahim Bajunid Deputy Vice-Chancellor, INTI University College (16.6.2014)
13. Dr. Tan Chik Heok, President, Tunku Abdul Rahman University Collegem (KTAR), Kuala Lumpur (email, 3.7.2014)
14. Professor Dr. Mansor Mohd Noor, Principal Research Fellow, Institute of Ethnic Studies, Universiti Kebangsaan Malaysia (30.4.2015)
15. Professor Dato^o Dr. Teo Kok Seong, Principal Fellow, Institute of Ethnic Studies, Universiti Kebangsaan Malaysia (14.5.2015)
16. Datuk Dr. Denison Jayasooria, Principal Research Fellow, Institute of Ethnic Studies, Universiti Kebangsaan Malaysia (2.7.2015)

17. Tan Sri Lee Lam Thye, member of the National Unity Consultative Council (NUCC), Trustee of 1Malaysia Foundation (8.8.2014)
18. Tan Sri Raman Navaratnam Former Secretary General, Ministry of Transport, Malaysia (email)
19. Mr. Siva Subramaniam, Former Commissioner of SUHAKAM (27.5.2008)
20. Dr. Ahmad Masum, Senior Law Lecturer, Universiti Utara Malaysia (26.7.2012).

APPENDIX F: ANALYSIS OF PILOT STUDY DATA INPUT OF STUDENTS AND TEACHERS FROM THE KEDAH DARUL AMAN, TERENGGANU AND SELANGOR STATES

A. The following tables show the student and teacher respondents responses in the pilot study conducted.

As this study purports to investigate and understand the ramifications that can help illuminate further the trajectory towards Malaysian national integration, it was felt that teachers and student respondents at the hub of the nation- Selangor, and from the east coast state of Terengganu, be solicited for their views on the issues involved in this study.

The above respondents' stand-points, it was particularly held, can contribute towards **establishing the validity and reliability of the research instruments and further the direction and purpose of this study**, in that, it can provide input as to whether „other“ secondary school students and English language teachers in their possibly, **socially and psychologically different situations and environments, can be nurtured** to regard the impact of the English language nationhood lessons as contributing towards enhancing the sense of solidarity and promoting the aspirations of the **Rukun Negara**, and this can be viewed, **in all earnestness, as an** essential dimension of education, for our adolescent students.

Further, this data input from other than the three northern states involved in the main study, indicates that (is akin to) the use of the **data triangulation research method**, in that „distanced data assets“ using although „different“ regional texts, guided emphatically by national administrative procedures, but nevertheless, on the common national (language) curriculum, could then go to establish some convergence in the findings and their possible, broader applicabilities (Bryman, A. E. www.referenceworld.com/sage/socialscience).

B. In this study thus, the generally convergent findings, both in terms of the students' and the teachers' responses, in the primary area of study in the three northern states mainly, and the states of Terengganu and Selangor, illustrate that,

- i. English lesson nationhood values education does, and can have a further positive impact on young learners' sense of national integration, and
- ii. inadequacies exist in relation to the above, particularly with respect to the teacher-teaching, nationhood themes and content domains in language education. However, with improved implementation of the education national curriculum, and together with the national language- Bahasa Malaysia, and other curriculum subjects, a greater sense of social solidarity can be attained among Malaysian school youth and in the larger society (see chapter.4, p.173; chapter 5, sections 5.2.2., 5.2.3, pp. 265, 269 for further discussion).

C. The results in all three states however, tend to be skewed generally to the centre and right, that is, „average“ and „quite a lot“, in terms of the student respondents' regard particularly, of the extent of the English lessons nationhood values education on students' sense of national integration.

Table F.1

Selangor and Terengganu student cohorts: Response counts ratings for English lessons nationhood content

VL+L(NEGATIVE)	AV	QL+VM	AV+QL+VM (POSITIVE)
12 (11 per cent)	32	67 (60 per cent)	99 (89 per cent)
Total Response Counts		111	
Key: VL - „Very Little“ rating, L - „Little“ rating, QL - „Quite a Lot“ rating,		AV - „Average“ rating, VM - „Very Much“ rating.	

For the Questionnaire Section II, open-ended questions (see Chapter 3, section 3.5, p. 141), the Selangor forms two students tended to be generally brief. Their **responses were both positive and negative** as regards their perceptions of the extent of the English lessons nationhood values impact on them. This can well be due to a lack of proficiency in the English language, to elaborate and discuss further what they may have actually intended to say.



APPENDIX G: THE BARRETT TAXONOMY OF THE COGNITIVE AND AFFECTIVE DIMENSIONS FOR READING AND LEARNING

Comprehension

In reading methods courses, textbook manuals, and lists of behavioral objectives, three kinds of questions are usually mentioned: 1) literal, 2) inferential, and 3) assimilative, which includes critical questioning for factual material and creative questions for stories, poems, plays, etc...

The reading manuals are usually very helpful to the teacher in guiding questioning, but the other subject areas rarely have manuals with such explicit help. Teachers often try to use the literal, inferential, and assimilative categories in the content areas, but find there is need for clarification or examples of the categories. The Barrett Taxonomy (Clymer, 1968), designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well. The first two categories, literal comprehension and reorganization, deal with the facts as presented orally or in the books the students have read, and thus result in closed questions that have a single correct response. A possible exception is Synthesizing (2.4) if the combination of facts presented leads to a totally new idea. Under those conditions, the student has creatively added his or her uniqueness to the presented information. However, in classroom learning, synthesis is most often the putting together of facts to reach a generalization or concept or definition. The remaining categories will **always involve the student's own background of experience**. As a result, it is possible to have as many different, but correct, responses as there are students present, since each brings to school a different background of home, family, friends, and learnings. These categories therefore lead to the development of open-ended questions. Although the classroom teacher who focuses on these higher questions has to allow more time for the varied responses, the degree of learning that can be evaluated is at least as great, and often greater, since adequate response to questions at these levels must incorporate the information that could have been gathered by "fact" questions. Therefore, as much or more can be gained for teacher and for students from a lesson with only a few higher level questions and the varied responses, since all the "facts" are checked while the students get practice in using higher cognitive thinking processes.

Quick Reference Outline of The Barrett Taxonomy

1.0 Literal Comprehension

1.1. Recognition

1.2. Recall

2.0. Reorganization; 3.0. Inferential Comprehension

4.0. Evaluation

5.0. Appreciation.

**APPENDIX H: LANGUAGE CURRICULUM, MINISTRY OF EDUCATION,
MALAYSIA/KEMENTERIAN PENDIDIKAN MALAYSIA, HURAIAN
SUKATAN PELAJARAN, KURIKULUM BERSEPADU SEKOLAH,
MENENGAH, 2003, CURRICULUM SPECIFICATIONS**

The Ministry of Education Malaysia **common Malay language (Bahasa Melayu) subject syllabus** (2003) states in its introduction that,

the above syllabus aims at building a sense of love in learners for the Malay language, directed at **cultivating a national ethos**, the spirit of love for the nation as a single vision to be infused in class learning is also emphasized.

It clearly further stresses that learners need to learn the Malay language in order to experience, practise good moral values, adopt a positive approach to life, attain a spirit of patriotism, and a love for the Malaysian nation, that is,

Education in values, citizenship and patriotism is to be given particular attention, in line with the nation's goal of evolving a national civil society (Sukatan Pelajaran Bahasa Melayu KBSM, p. 17).

Values and Citizenship

The values contained in the secondary Moral Education syllabus have been incorporated in the language-Bahasa Malaysia, English language and vernacular languages, learning outcomes and include *patriotism and good citizenship*.

In section 3.2, page 8, the syllabus states that in *the process of language learning development, the value of coming to a common stand and to have one 'voice' through shared discussions and deliberations with others, is targeted as a learning outcome*. In section 5.0 the emphasis in **value acquisition** by students is emphasized. Constructivism as a pedagogical approach is stressed in teaching-learning contexts. This then can help learners to expand and delve further on their learned knowledge, in respect of better and deeper understanding of academic and particularly, socio-cultural knowledge, so as to build responsible and civic-minded citizens of the nation (sections 3.0, 4.0, pp. 17, 8).

-Bahasa Melayu Form 2 Syllabus.

In the Curriculum Development Centre, Ministry of Education Form Two Bahasa Melayu syllabus (2003), the **emphasis on the teaching and learning of moral values, and cultivating in students a spirit of patriotism and citizenship, is given primary importance in the preface to the document itself (Dr. Sharifah Maimunah bt. Syed Zin, p.ix)**. The essential references to nation-building on the basis that language can be an effective means towards national integration are, **that the Bahasa Melayu curriculum in general, and that for the above stage of schooling, is to function as a means of national integration in the nation, the spirit of love for the nation to be shared by all citizens through the Malay language in classroom teaching and learning activities, that Bahasa Melayu education is directed towards the evolution of a Malaysian civil society (p.4)**.

-Bahasa Melayu Form 4 Syllabus

In this syllabus as for the above, the emphasis on the teaching and learning of moral values and instilling in learners a positive sense and spirit of patriotism and citizenship, is emphasized,

The following elements in relation to **nation-building** are incorporated in the above syllabus,

that **moral values education and the cultivation of a spirit of patriotism and good citizenship**, is said to be given a definite priority in the education of the young (2003, v, p.iii,),

that the Bahasa Melayu (later changed to Bahasa Malaysia) curriculum for this stage of education, will be taught so as to sow the seeds of love for the nation, towards a common national vision, amongst the learners [ibid, p. iv, v-section on objectives of language syllabus, point vi; ix)],

that the content of the Bahasa Malaysia Form 4 curriculum will particularly focus on the teaching-learning of values for citizenship and patriotism for the nation, in line with the stated national objective of the formation of a **Malaysian civil society**. This necessarily thus entails the realization of the above goals of imbueing a sense and spirit of love and patriotism for the nation, through language education in students, towards national integration (ibid, section f.-Pengisian Kurikulum, p. vii; in Strategi Pengajaran dan Pembelajaran-Penyerapan, ii, p. xi).

Curriculum Development Centre, Ministry of Education, Bahasa Inggeris Syllabus 2003

-Bahasa Inggeris Form 2 Syllabus.

The construction of the contents of this English language curriculum for the stated stage of school education, is acknowledged as based on the National Education Philosophy. The elements in this curriculum that are conceived in line with goals of the **Rukun Negara and nation-building** are,

that learners will be taught English such that they will be able to “...show an awareness and appreciation of moral values and love towards the nation” (Curriculum Development Centre, Ministry of Education Form Two Bahasa Inggeris syllabus 2003, iv, p.1). *The English curriculum, together with that of Bahasa Malaysia, sees language education as a constructive and formative instrument for the young to be nurtured as good Malaysian citizens,*

*that the educational emphases in the English language curriculum at this school level, have incorporated the learning of moral values, the **cultivation of patriotic values and good citizenship**, and the **appreciation of the Malaysian way of life** in learners (ibid, pp. 3,5),*

that an **„important consideration for teaching“** is seen as the principle of integration in the teaching-learning contexts, with the theme and value of **patriotism** for the

nation presented together with other aspects such as health, environment, economic development and so on, is given appropriate attention (ibid, p. 4).

-Bahasa Inggeris Form 4 Syllabus.

The **English language is the nation's second language of importance for all intents and purposes.** It is taught in all national and national-type schools as the second language in line with its status as the second language of the nation, and it is compulsory for all students to study it.

The following elements in this above level curriculum delineate its role in **nation-building,**

that it is one of the aims of this curriculum to enable learners to “show an awareness and appreciation of moral values and **love towards the nation**” (2003, p.1). This goal is an extension of the similar curriculum objectives for the earlier secondary school levels,

that **moral values-education** is deemed important in the education development of the students and this is to be taught together with **themes on patriotism and good citizenship,**

that in the pedagogical approach of integrating varied learning themes and language skills, **language constructs aimed at developing a feeling of patriotism and loyalty are infused in the class lessons,** so as to develop learners’ cognitive and affective skills and their ‘multi intelligences’;

Real-life challenging tasks and an emphasis on **Malaysian values and way of life** (ibid, pp.5, 6) are encouraged at this stage of student education, which show that the above curriculum can be said to suggest that learners be exposed at a higher level, to important **current issues like social integration, cultures of others, environmental and health security** and so on (ibid, p. 8; p. 19, 3.1.d- *language for aesthetic use-understanding other people's cultures, traditions, customs and beliefs*) (emphases by researcher).

**APPENDIX I: SUMMARY OF ANALYSIS OF ENGLISH
LANGUAGE TEXT MATERIALS ON
NATIONAL/NATIONHOOD THEMES**

Table I.1.

Summary of analysis of English language text materials on national-nationhood themes.

Language	LF I- K-C	LF II			LF III	Teaching-Teacher Task	Note: Figures in parentheses indicates
		Ve-D	Ev.-A	Mc-Nhv			
BM-F 2	24 (70)	24 (70)	23 (70)	19 (60)	1		
BM-F 4	21 (60)	18 (60)	14 (45)	21 (60)	-		
EL-F 2	22 (60)	18 (60)	11 (30)	17 (50)	-		
EL-F 4	33 (90)	24 (75)	22 (60)	21 (60)	-		

cate the number of *possible teaching-learning activities* as based on the language curriculum dimensions for **i. (LF I)- Interpersonal Use, ii. (LF II)- Informational Use, and iii. (LF III)- Aesthetic Use; Teacher-Teaching Task refers to text explication and suggestions for pedagogical, higher-order thinking (HOTS) applications** (Malaysian Education blueprint 2013-2025, Ministry of Education).

Key: LF- Language Focus; BM- Bahasa Malaysia; EL- English Language; F-Form; LF-Language Focus; K-C- Knowledge-Comprehension; VE- Values Education; D-Discussion; Ev- Evaluation; A- Appreciation; MC- Malaysian Context; NHV- Nationhood Values.

APPENDIX J: INTER-COMMUNAL STUDIES QUESTIONNAIRE MODELS

I. Fostering inter-ethnic relations in Macedonia-

The importance of pre-service teacher-training (Improving Inter-Ethnic Relations in Macedonia).

Hanneke Deenen,

June 2014. Masters thesis, Education, Socialization and Youth Policy, Utrecht University, OSCE (Organisation for Social Security and Co-operation in Europe) mission to Skopje.

Related question items

-Were you friends with children from a different ethnicity than your own in the period you were attending **primary** school?

Yes

No

-Were you friends with children from a different ethnicity than your own in the period you were attending **secondary** school?

Yes

No

Question	Never	Sometimes	Regularly	Often
How often were you in contact (e.g. being in the same school or neighborhood) with children from a different ethnicity than your own in the period you were attending primary school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How often were you in contact (e.g. being in the same school or neighborhood) with children from a different ethnicity than your own in the period you were attending secondary school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often did you **interact** (e.g. playing together) with children from a different ethnicity than your own in the period you were attending **primary** school?

How often did you **interact** (e.g. playing together) with children from a different ethnicity than your own in the period you were attending **secondary** school?



Question Strongly disagree Disagree Agree Strongly agree

I had positive feelings towards children from a different ethnicity than my own in the period I was attending **primary** school

I had positive feelings towards children from a different ethnicities than my own in the period I was attending **secondary** school

I like meeting
and getting to
know people
from ethnic
groups other than
my own.

I often spend
time with people
from ethnic
groups other than
my own.

I am involved in
activities with
people from other
ethnic groups.

I enjoy being
around people
from ethnic
groups other than
my own.



II. The Ethnic Identity and Inter-Ethnic Relations of Primary and Secondary School Students in the Former Yugoslav Republic of Macedonia,

Yvette Leonie Nijboer, Masters thesis, Universiteit Utrecht, June 2011, Organisation for Security and Co-operation in Europe.

(For the following questions please indicate how much you agree or disagree with each given statement. Rating range given from, „strongly agree“, „agree“, „disagree“, to „strongly disagree“).

- I spend time trying to find out more about my ethnic group, such as its history traditions and customs.
- I am active in organizations or social groups that include mostly members of my own ethnic group.
- I think a lot about how my life will be affected by my ethnic group membership.

- In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.
- I participate in cultural practices of my own group, such as food, music, or customs.
- I feel good about my cultural ethnic background.
- I like meeting and getting to know people from ethnic groups other than my own.
- I often spend time with people from ethnic groups other than my own.
- I enjoy being around people from ethnic groups other than my own.
- I try to become friends with people from other ethnic groups.
- I think cultural differences should be a reason to educate students separately.
- I believe school should encourage contact between different ethnic groups.
- I think language differences should be a reason to educate students separately.

III. The Importance of Individual Attributes on Inter-ethnic Tolerance among Early Youth in Selangor, Fazilah Idris, Ph D thesis, University Putra Malaysia, 2008.

Questionnaire items (rating scale given to measure extent of effort provided by youth respondents, from „not willing to put efforts to understand“, „not yet willing to put in efforts to understand“, „not sure of putting in efforts to understand“, „efforts put in to understand“, to „much efforts put in to understand“).

- Understand the function of Rukun Tetangga in increasing (promoting) unity among ethnic groups.
- Understand the function of mixed ethnic food courts in promoting unity among ethnic groups
- Understand the function of music/songs of various ethnic groups in strengthening unity among ethnic groups.
- Understand how traditional dresses of other ethnic groups can play a role in promoting unity.
- Understand the importance of respecting other religions in strengthening unity among ethnic groups.

(Rating scale of willingness to accept from, „not willing to accept“, „not yet willing to accept“, „not sure of accepting“, „willing to accept“, to „more than willing to accept“).

- The needs of various ethnic groups should be taken into consideration in carrying out development programmes.
- That youth be (more) exposed to inter-ethnic issues.

- That to work fairly is important in increasing inter-ethnic relations.
 - That school co-curricular activities can improve unity among students from different ethnicities.
 - That each individual should have the readiness to help without any regard to the ethnic origins of others.
- (Rating of frequency of practice, from „never practise“, „seldom practise“, „sometimes practise“, „often practise“, to „very often practise“).
- Allowing family members to be involved in multi-ethnic programmes.
 - Discussing inter-ethnic issues with members of other ethnic groups.
 - Helping people of other ethnic groups to solve their problems.
 - Respecting places of worship of the different ethnic groups.
 - Co-habiting with friends from different ethnic groups.
 - Respecting others in their practices and beliefs of their religions.

