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Tracing ethnic socialisation of Chinese in Malaysia to Chinese-medium school

从华文媒介语学校探索马来西亚华裔的族群社会化

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Abstract: The study examined the ethnic socialisation by comparing the influences of the family and school on the development of ethnic identity. The participants were 397 Malaysians of Chinese descent with Malay, Chinese and English educational backgrounds. Familial ethnic socialisation was moderate and similar for the three groups. They were similar in the resolution and affirmation dimensions of their ethnic identity. The role of Chinese-medium school in ethnic socialisation is evident in the greater exploration of ethnicity by the Chinese-educated participants. This group also valued Chinese-medium education and the Chinese language, Chinese name and Chinese festivals as markers of Chinese identity. However, the other two groups did not believe in marking their Chinese identity. Considering that ethnicised identity is a given in Malaysia, the findings suggest that the Chinese who did not have Chinese educational background may be migrating from Chinese ethnicity to notion of the Malaysian race (Bangsa Malaysia).

Keywords: ethnic socialisation, Chinese-medium primary school, familial ethnic socialisation

摘要: 本研究通过比较家庭和学校对族群认同发展的影响来探讨族群的社会化。本文调查研究了 397 位马来西亚华裔。研究对象依据其马来语, 华语, 和英语的不同教育背景分为三组。这三个组的家庭族群主义化为适度且相似的。并且他们族群认同的感知和观念特点也相似。华文媒介语学校在族群社会化中的角色很明显, 尤其是对于有华语教育背景的研究对象。该组重视华语教育, 他们的中华性突出体现在华语的应用, 华文的姓名, 和华人的节日等。然而, 其他两组不认同

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