

January 2016

MULTILINGUAL EDUCATION AND  
EDUCATION POLICIES IN TAIWAN PUBLIC  
ELEMENTARY SCHOOLS: TEACHERS'  
PERSPECTIVE AND EXPERIENCE

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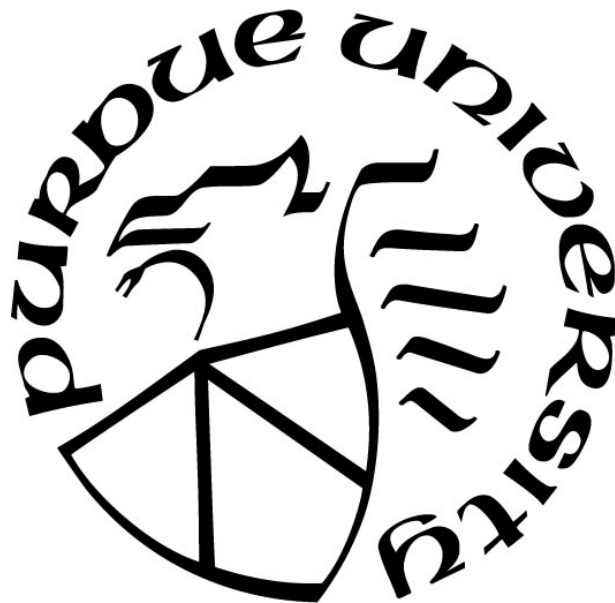
**MULTILINGUAL EDUCATION AND EDUCATION POLICIES  
IN TAIWAN PUBLIC ELEMENTARY SCHOOLS:  
TEACHERS' PERSPECTIVE AND EXPERIENCE**

by  
**Chien-Yu Wu**

**A Dissertation**

*Submitted to the Faculty of Purdue University  
In Partial Fulfillment of the Requirements for the degree of*

**Doctor of Philosophy**



Department of Curriculum and Instruction  
West Lafayette, Indiana  
December 2016

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## ACKNOWLEDGEMENTS

I would not have been able to complete the dissertation without numerous people's support throughout writing the dissertation. First of all, I would like to thank my dissertation committee for their guidance and support. My sincere gratitude goes to my advisor and chair, Dr. JoAnn Phillion. She was patient, supportive and kind throughout my doctoral studies. I have been fortunate to have an advisor who contributed valuable feedback and advice for each chapter throughout the stages of writing my dissertation.

I would also like to thank my committee members Dr. Margie Berns, Dr. Tony Silva and Dr. Trish Morita-Mullaney for their guidance and suggestions, their instruction in my doctoral classes, and their support during the job search process. I would also like to thank my parents, Shu-Hsia, Tsai and Jenn-Yan Wu, and my brothers, Shu-Ruei, Wu and Shu-Cheng, Wu for their continuous support and encouragement throughout my studies.

I extend appreciation to my friends and colleagues at Purdue University for their emotional support during my doctoral studies, especially Dr. Genevieve Aglazor, Dr. Reiko Akiyama, Dr. Xun Yan, Dr. Yushan Fan, Dr. Cong Zhang, Yuwen Deng, Carol Zheng, and Yue Chen, I am grateful to have them sharing my moments of joy and moments of frustration. My apologies to anyone I may have overlooked.

Lastly, I would like to thank the participants who were kind enough to generously share their experiences and contribute their time to this research. Without all of you, this dissertation would not have been possible.

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## ABSTRACT

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Degree Received: December 2016

Title: Multilingual Education and Educational Policy for New Immigrant Children in  
Taiwan Public Elementary Schools: Teachers' Perspectives and Experiences

Major Professor: JoAnn Phillion

The number of new immigrants and international marriages is increasing in Taiwan, resulting in growing interest in multicultural and multilingual education. The purpose of the present study was to explore public elementary school teachers' perspectives and experiences regarding the implementation of education policies for new immigrants and their children through an in-depth analysis of a principal, teachers, and parent-teachers at two public elementary schools in rural Taiwan. I examined education policies that were established in response to concerns involving the new immigrants and their children in Taiwan. Using an interpretive phenomenology methodological framework, I obtained a deeper understanding of elementary school teachers', principal's, and parent-teachers' experience of teaching English and their mother languages and how they perceive the new immigrant children compared with Taiwanese children. The findings of this study are based on interviews, class observations, education policy documents, and field notes. I applied culturally responsive teaching theory to enhance the analysis and interpretation of the findings. The teachers perceived multicultural education as increasing cultural awareness, developing positive racial and ethnic attitudes, and addressing the inequality and social justice of new immigrant groups. From the participants' experiences and perspectives, this study presents a deeper understanding of the multicultural and multilingual practices in the elementary schools in Taiwan.

## CHAPTER 1. INTRODUCTION

### Background of the study

Thanks to the rapid advancement of technology and transportation, many people's lives are being changed socially, economically, politically, and culturally. This technology not only brings the convenience of traveling around the world but also increases the opportunities to make friends with, and even get married to, people from different countries and migrate to different countries for various reasons. Due to the globalization, people have more opportunities to communicate with people from different countries and this exposes them to many multilingual situations. In this kind of multilingual environment, people not only deal with the languages but also different cultural backgrounds. Therefore, education plays significant role to allow people to transition into this global context more easily by providing the cross-cultural interactions with diverse students in the classroom.

Immigrant multicultural education has become a significant global issue, especially in the United States, Canada, and Australia (Banks, 2001; Grant & Lei, 2001; Kalantzis & Cope, 1992). In addition, the education of immigrants has become an important research topic in East Asia, for example, China, Hong Kong, South Korea, Japan, and Taiwan (He, 2002; Huang, 2001; Phillion, 2008). In Taiwan, a small country with a population of approximately 23 million, immigrant multicultural education has become a momentous concern because of the rapid influx of new immigrants—primarily women from Southeast Asian countries who marry Taiwanese men and subsequently, start families with them.

Taiwan is a microcosm of linguistic, cultural, and ethnic diversity. The population is comprised of three main ethnic groups: Han people (84%), Waishengren (14%) – literally “out-of-province person” – and aboriginal people (2%), who are divided into 13 sub-groups (Ministry of the Interior, 2010). The Han people are called “Benshengren,” which means “home-province person,” and they consist of two subgroups: the Minnan people (70% of the total Han population) and the Hakka people (14% of the total Han population) (Chen, 2007).

According to National Immigration Agency data, the number of new immigrants has increased steadily, and this situation has made Taiwan an even more diverse country (National Immigration Agency, 2014). The total population in Taiwan in 2013 was 23,370,000, with the number of new immigrants totaling 495,907 (Table 1), or about 2% of the total population (National Immigration Agency, 2014). Researchers indicate that Japanese men who live in rural areas went to Philippines, while Taiwanese and Korean working-class men traveled to Southeast Asia to look for their brides (Chiu, 1999, 2003; Lu, 2005; Wang & Chang, 2002). This trend of international marriage is growing rapidly in Asia and around the world, with more and more studies focusing on its impact on the economic, political, and social development of East and Southeast Asia (Zhong, 2003; Hsia, 2003; Lu, 2005; Wang & Chang, 2002; Yang, 2003). International marriages have been growing over the last two decades in Taiwan (Chen, Katsurada & Wu, 1998; M.C. Tsai, 2011; Tsai & Hsiao, 2006). Hsia (2007) pointed out that “in the late 1980s, hundreds of thousands of Taiwanese peasants and working-class men left the countryside in search of brides” (p. 55). Taiwanese women now pursue higher education and have independent economic status are not as willing to get married with Taiwanese

men who have lower incomes and lower degrees of education (Cheng, 2014). Chi, Zhou and Hsieh (2009) found that the distribution of foreign brides was concentrated in rural areas of Taiwan. However, according to the results, this study found that the difference in distribution was not caused by the agricultural attributes of township urban areas, but through the marginalized social and economic conditions and the gender imbalance. The long-term inequality in urban and rural development has led to the migration of women from rural areas to urban areas, leading to an imbalance in the proportion of men and women in rural areas. As a result, Taiwanese men must marry a foreign bride in Taiwan's rural areas. As a result, they choose to marry women from different countries, and for whom the Taiwanese men's lower social economic status (SES) in Taiwan is actually a step up the SES ladder (Chin & Yu, 2009). Taiwanese men are marrying women from other sub region countries such as China, Vietnam, and Indonesia at increasing rates.

Table 1.

*The new immigrant population in Taiwan*

Nationality	Population	Percentage
China	335,245	67.60%
Mainland China	321,683	64.87%
Hong Kong, Macau	13,562	2.73%
Vietnam	90,669	18.28%
Indonesia	28,191	5.68%
Thailand	8,432	1.70%
Philippines	7,942	1.60%
Cambodia	4,280	0.86%
Japan	4,301	0.87%
Korea	1,293	0.26%
Other Countries	15,448	3.14%
Total	495,907	100.00%
*Ministry of Interior (2014, September) *The new immigrant population includes the new immigrants who achieve Taiwanese identification. *The number includes male and females.		

Taiwanese women also take spouses from other countries, but not as frequently as Taiwanese men. Moreover, Constable (2005) claimed that “transnational marriage typically involves men from wealthier counties of the region who are poorer, less educated, and/or resident in rural areas, and on the other hand, women from the poorer countries of the region” (Jones & Shen, 2008, p.14-15), which represents most international marriages situations in Taiwan. The immigrants of international marriages have lower educational levels and economic status than Taiwanese women. Their average education is at the secondary school level. These conditions of international marriage families are lower socio-economic status and lower educational level (C.S. Wu, 2004). The data show that the educational degrees of Taiwanese men in international marriages are: junior high school (48%), high school (26%), and junior college (8%) (Chung &

Chao, 2009; Wang, 2001). However, the women in international marriages are usually from poorer countries and their primary motivation is to have a better life (Fang, 2012). In addition, as Kim (2004) indicated, “In both Taiwan and Korea, the main factor seems to be the difficulty of finding local brides for many men with lower education, income-earning capacity, and rural background” (Jones & Shen, 2008, p.15). Taiwanese men searched for new immigrant brides via matchmaker agencies and pay these agencies anywhere from US \$10,000 to \$15,000 when for being matched with brides (Hsia, 2010).

Many people in Taiwan have expressed concern about these new immigrants’ ability to adapt to life in Taiwan (Ministry of Interior, 2013). When new immigrants join Taiwanese society, they do not just move to a new country; they also have to go through cultural adjustment and integration. They have the responsibility of educating and raising their children in the new society. It is not, however, only the new immigrants’ responsibility, Taiwanese in general, and the government and the education system in particular, also share responsibility for educating these children. Although the number of high school and elementary school students decreased from 2,840,000 to 2,129,000 from 2004 to 2013, the number of children of new immigrants increased from 46,000 to 209,000 during that same time, and the percentage of increased from 1.6% to 9.9% (Ministry of Interior, 2013). Additionally, the percentage of new immigrants’ children in elementary and high school was 1.63% in 2004, and increased to 9.2% in 2012 (Ministry of Education, 2013).

Given that new immigrants’ children comprise approximately 10% of elementary and high school students, the concerns affecting these students and their families have affected educational policy in Taiwan. Educational concerns for these new immigrants’



children include: family education concerns , school education concerns, and social education concerns (Chan, 2009; C. J. Chen, 2007; K. M. Chen, 2005; W. Y. Chen, 2005; Y. H. Chen, 2005; Y. H. Chen, 2005; Z. S. Chen, 2007; K. Z. Chiang, 2005; K. Z. Chiang, 2006; W. T. Chiang, 2007; H. J. Ho, 2004; P. S. Ho, 2007; H. C. Hsia, 2000; M. L. Huang, 2004; Kuo, 2007; Y. L. Lin, 2007; H. C. Liu, 2004; H. Y. Liu, 2003; Y. W. Lo, 2004; Song, 2006; C. C. Tsai, 2005; M. C. Tsai, 2005; J. K. Tsai & Y. C. Huang, 2006; C. H. Wu, 2005; C. H. Wu, 2006; C. S. Wu, 2004; Y. Y. Wu, 2005; Yang, 2003; F. C. Zhang, 2005; Y. C. Zhang, 2008; D. H. Zhong, 2005; Z. F. Zhong, 2003 ; Zhou, 2008). Because these concerns are so intrinsically and tightly interwoven, factors such as multilingualism, which might in other contexts provide positive benefits, add additional stressors to an already overly complex environment.

### **Statement of the Concerns**

The number of languages in Taiwan is increasing because of the new groups of people who have emigrated from other countries to work in Taiwan or to marry Taiwanese. Most of these immigrants are from other Asian countries and are referred to as “Sinjumin,” which means “new immigrants.” Taiwanese men are marrying women from other sub-region countries such as China, Vietnam, Indonesia, at increasing rates since the Taiwan government opened up to do business in China and encouraged enterprises to expand in Southeast Asian countries. As a result, people in China and Southeast Asian countries feel that the economic conditions in Taiwan are satisfactory. As a result, the number of new immigrants’ children is also increasing. According to the Ministry of the Interior (2014), the number of new immigrants in Taiwan increased by

495,9071 between 1987 and 2014. These new immigrants have introduced other languages such as Vietnamese and Indonesian into Taiwanese society.

The increase in the number of new immigrants and their children has created concern among the general population and, in particular, among those responsible for these children's education (C.S. Wu, 2004). Because of these concerns, many studies have focused on the new immigrant children's cultural adaptation, parental education, and the life adaption in Taiwan (Chen, 2004; Chen, Chiang, & Huang, 2004; Ko, 2004). The new immigrants' children will have difficulty adapting as long as they have different cultural family backgrounds and are teased by their peers at school. Recent research has also explored new immigrant children's school adaption, learning achievement, intelligence, language ability, social skills, and some research has also compared new immigrant children with Taiwanese children (Chen, 2004; Chen, Chiang, & Huang, 2004; Ko, 2004).

### **The Researcher's Role and Motivation**

In 2006, when I studied in England for my master's degree, most people were white (Caucasian). However, I did meet some international students from countries such as Taiwan, Thailand, China, and Poland. This was my first time to go abroad and meet people from different countries. After that, I went back to Taiwan to teach in elementary and high schools for two years. Then, I came to the U.S. in 2010 for my Ph.D. program in a large, mid-western university. This was my first time to visit the U.S. I noticed that it is so "white" in the Midwest. I recalled my educational life in Taiwan when I was a student and where all my peers were Taiwanese. I only knew one neighbor's mother from Indonesia. I did not pay attention to my peers or classmates' family background until my

cousin married a Japanese woman born in Brazil. My uncle, aunt, and my cousins, all Taiwanese born in Taiwan, had moved to other countries many years ago and finally settled down in Brazil. My cousin speaks Mandarin Chinese, Taiwanese, and Portuguese, and his wife speaks Portuguese, a little Mandarin Chinese, and she is learning English. Their children speak Portuguese as their native language, and they are learning Mandarin Chinese. The oldest child has an accent when she speaks Mandarin that her Chinese peers make fun of it, so she is afraid to speak it. Also, the children speak Portuguese with their parents most of the time and sometimes speak Mandarin Chinese with my three cousins (one of them is the children's father), my uncle, and my aunt. In addition to becoming aware of how immigrant language concerns have affected my own relatives, while teaching in elementary school and high school in Taiwan, I encountered some students' learning behavior concerns in the classroom. I remember that I talked to the mother of one of my students, and she told me that her son's behavior was like that of his immigrant father. Thus, the mother asserted, I could not do anything about it. The student's homeroom teacher, however, created new classroom policies that resulted in improvements in the student's behavior.

### **Purpose of the Study**

In this study, I explore the educational experience of the teachers' teaching immigrant students, focusing specifically on language teaching with new immigrant elementary school students in Taiwan.

Taken together, my personal experiences as a student and with my relatives, my professional experiences as a teacher, and my current interest as an education researcher have all motivated me to explore the educational concerns of international marriage

families and their children in Taiwan. These concerns can be examined from many perspectives. However, for the purposes of this study, I will focus on the teachers' educational perspectives and their experiences with new immigrant students' multiple language learning issues because of the increasing number of new immigrant students in Taiwan.

### **Definition and Terminology**

#### ***New Immigrant***

People in Taiwan have called the new immigrants “Waijipeio-外籍配偶” (foreign spouse) or “Waijisinliang-外籍新娘” (foreign bride) since they began arriving in the 1970s. The number of the brides increased rapidly in 1990s, and for this reason, the terms “Vietnam brides”, “China brides”, and “Russia Brides” were coined at that time; however, some people consider these labels to be offensive to people from other countries. Therefore, now we call them “sinjumin-新住民” or “sinyimin-新移民,” which both mean “new immigrants.”

#### ***Taiwanese children***

Taiwanese children are those who were born in Taiwan with two Taiwanese parents.

#### ***New immigrant children***

Most new immigrants in Taiwan are foreign females who have married Taiwanese males, and most of these women are from Vietnam, Indonesia, China, and Hong Kong. The children of the international marriage are called “new immigrants' children.”

### ***Language learning anxiety***

Foreign language learning anxiety can be defined as “a distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz, & Cope, 1986, p. 128). Gardner and MacIntyre (1993) considered foreign language learning anxiety to occur when a language learner uses the second or foreign language and experiences fear.

### ***Language learning attitude and learning achievement.***

Attitude is one of the main factors affecting learning achievement. A positive language attitude lets learners have a positive orientation towards learning English (Karahan, 2007), and a positive attitude intensifies language proficiency as well (Gardner & Lambert, 1972). On the other hand, a negative attitude might decrease learning motivation, input, and interaction and, consequently, a negative attitude can lead to unsuccessful attainment of language proficiency (Brown, 2000; Rahimi & Hassani, 2012). In the present study, learning achievement means the students’ English examination grades from third to sixth grade at school.

### **Research Questions**

Originally, I was curious about the teachers’ perspectives on the new immigrant students’ behavior. Specifically, from the teachers’ perspectives, I wanted to know if new immigrant students behaved differently when compared to Taiwanese students. Moreover, I wondered if there were differences in English learning achievement between these two groups. I conducted a pilot study with the teachers and a questionnaire with the students in an elementary school in Taiwan, but it did not result in satisfactory data.

When conducting the pilot study, I saw the students were practicing singing songs in different languages. The teachers were parent-teachers, mothers from different countries who teach the languages in this school. As a result of seeing this practice, my research orientation changed somewhat. Now, in addition to my focus on the teachers, I will focus on the parent-teachers in my study.

The research questions developed for this study are as follows:

1. What are the teachers and parent-teachers' perspectives of students who are learning multiple languages at the same time?
2. What are the teachers' perspectives of new immigrant children and Taiwanese children who are English learners?
3. What pedagogical practices do the English elementary school teachers use with new immigrant students and Taiwanese children who are multi-lingual learners in the Taiwan public school?

## CHAPTER 2. LITERATURE REVIEW

As an English learner and, later, a teacher for international students who are learning English, I see parallels between myself and my students who are learning English in the United States; I can understand their English learning difficulties, challenges, and anxieties. For example, when they include Chinese English sentences in their essay, I know how – as a Chinese speaker, English learner and English composition instructor – to explain and guide them so that they write in a correct way because I have been there myself; I made mistakes when learning English, but I also improved my proficiency by learning from these errors. I have also learned about the educational situation of new immigrant students who are learning English in public schools in Taiwan in my graduate studies and my research. The increasing presence of new immigrants in Taiwan and, consequently, in its schools raises concerns of academic performance, language proficiency, and social adaptation. My dissertation explores the multilingual education phenomenon of new immigrant elementary students in Taiwan.

I analyzed the specific case of one teacher who is currently working with this population of students in a public elementary school to find out how she perceives her new immigrant students' English learning. I also investigated the homeroom teachers' and principals' perspectives of multicultural and multilingual education in Taiwan, as well as those of two parent-teachers who are new immigrants and teach their mother language at the elementary level in Taiwan.

I have divided this chapter into two different sections. Before discussing my research later in this dissertation, I explored specific information regarding the education of new immigrants' students in Taiwan and Taiwanese students in general. The extensive

literature I have read and analyzed from researchers in Taiwan demonstrates a deficit perspective of the new immigrant families and their children. However, many multicultural education and bilingual education researchers in Canada and United States such as Jim Cummins (Cummins, 1979; Cummins, 1981) have different perspectives. In Canada or in the United States, immigrant students' dominant challenge is learning English (Zehr, 2009), and the new immigrant students and their families work hard to achieve their English proficiency goals (Ballenger, 1998; Campano, 2007; Carger, 1996; Igoa, 1995; Valdés, 1998, 2001). In addition, unlike researchers in Taiwan who place responsibility for working with immigrant students on their families, U.S. and Canadian researchers, including Phillion, Malewski, Sharma, and Wang (2008), indicated that future teachers need to develop cultural awareness and sensitivity to allow the teachers "to understand the rapidly diversifying classrooms in which they will teach [through] coursework and field experience grounded in multicultural life experiences" (pp. 335-336). Valdés (2001) also stated that "schools...must find ways of educating such students while still educating mainstream students as well" (p. 15).

In the first section, I described, analyzed, and discussed the concerns from the literature on new immigrant families and educational policy reform for new immigrant children in Taiwan at the elementary level for the most recent decade. In the second section, I analyzed the English learning achievements of new immigrant children in Taiwan.

### **The Concerns and Education Policies**

Before I describe changes to educational policy, I will give some background information about factors leading to those changes. It is important to note that even



though these factors apply to the Taiwanese situation, new immigrants' children and their families face similar concerns around the world, and educational policy in the new immigrants' countries must respond to the challenge of how best to educate the children of immigrants<sup>1</sup>. The frequency of international marriage is increasing in Taiwan, and so the number of new immigrants is growing (Ministry of the Interior, 2013). This is especially true for Taiwanese men who, at increasing rates, are marrying women from other sub-region countries such as China, Vietnam, and Indonesia. In addition, Taiwanese women marry men from other countries, but not as frequently. As a result, the number of new immigrant children is also increasing. According to the Ministry of the Interior (2013), the number of new immigrants in Taiwan increased from 22905 to 495,907 from 1998 to 2014. The main reasons the new immigrants come to Taiwan are for better economic status, better living environment, and helping with their family budget. However, they may encounter difficulties such as looking for jobs, adapting to a new life, educating their children, learning local languages, and dealing with lower and marginalized social status. Education is an important factor in social class. Therefore, new immigrants and their children become educated to adapt to the life in Taiwan in order to increase their opportunities for attaining a higher social class status (Hsia, 2003; Huang, 2005; D. H. Huang, 2006; M. L. Huang, 2004; Y. C. Tsai, 2006; Weng, 2006; C. S. Wu, 2004; Y. L. Wu, 2004).

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<sup>1</sup> The number of languages in Taiwan is increasing because of the new group of people who emigrate from other countries to marry Taiwanese. Most of these immigrants are from Asian countries and are referred to as "Sinjumin," which means "new immigrants."

The percentage of new immigrants' children in elementary and high school was 1.63% in 2004 and it increased to 9.2% in 2012 (Ministry of Education, 2013). Thus, because new immigrants' children comprise approximately 10% of elementary and high school students, the concerns affecting these students and their families have affected educational policy in Taiwan. Educational concerns for these new immigrants' children include family education concerns, school education concerns, and social education concerns (Chan, 2009; C. J. Chen, 2007; K. M. Chen, 2005; W. Y. Chen, 2005; Y. H. Chen, 2005; Y. H. Chen, 2005; Z. S. Chen, 2007; K. Z. Chiang, 2005; K. Z. Chiang, 2006; W. T. Chiang, 2007; H. J. Ho, 2004; P. S. Ho, 2007; H. C. Hsia, 2000; M. L. Huang, 2004; Kuo, 2007; Y. L. Lin, 2007; H. C. Liu, 2004; H. Y. Liu, 2003; Y. W. Lo, 2004; Song, 2006; C. C. Tsai, 2005; M. C. Tsai, 2005; J. K. Tsai & Y. C. Huang, 2006; C. H. Wu, 2005; C. H. Wu, 2006; C. S. Wu, 2004; Y. Y. Wu, 2005; Yang, 2003; F. C. Zhang, 2005; Y. C. Zhang, 2008; D. H. Zhong, 2005; Z. F. Zhong, 2003; Zhou, 2008).

As mentioned above, most immigrants are females; therefore, many scholars and researches have focused on female immigrants' concerns, often taking a pejorative view. For example, they have claimed that the new immigrants' language would interfere with their children's language learning (C. S. Wu, 2004); that the new immigrants lack parenting knowledge due to language or cultural barriers (C. S. Wu, 2004; D. H. Zhong, 2005); that parents' differences of opinion about their children's education, and that their lack of an appropriate education and lack of attention to their children's education are remarkable (Chan, 2009; C. J. Chen, 2007; H. J. Ho, 2004; D. H. Zhong, 2005). Ho (2007) added that parents' attitude toward family education is more likely to show laissez-faire attitudes and negligence. However, other researchers (Cummins & Swain,

2014; Krashen, 1996) in the area of bilingual education and second language acquisition have emphasized the importance of home language use and home language instruction in the teaching and learning of English by immigrant students in general. I will demonstrate the results of the present study in Chapter 4 and Chapter 5 to show the difference between the findings of my study and the literature I analyzed in this chapter.

### ***1. Family education concerns:***

There exists a litany of family education concerns such as economic status, language proficiency, and parenting styles, which have direct and often negative effects on the children of new immigrants.

- 1.1 International marriage families (in which one spouse or both have immigrated to Taiwan) generally have lower social economic status. As a result, they have fewer opportunities for cultural stimulation, such as visiting museums or attending concerts (Kuo, 2007).
- 1.2 Because the families are so far from their home country and relatives, they lack emotional and tangible support. Without this family support, adapting to a new life in Taiwan can be difficult (H. J. Ho, 2004).
- 1.3 The new immigrant mothers are often not as competent as native Taiwanese mothers because they lack parenting knowledge due to language or cultural barriers, or else because they have to work outside the home and are not there to interact with their children (C. S. Wu, 2004; D. H. Zhong, 2005).
- 1.4 The immigrant parents often have poor communication skills, low language proficiency, and low literacy proficiency in Mandarin Chinese.

So, if one immigrant parent is the mother, who would typically help the children with their schoolwork but cannot, this will likely result in a more restricted learning and development environment for the children (H. J. Ho, 2004; C. S. Wu, 2004; Y. C. Zhang, 2008; D. H. Zhong, 2005).

- 1.5 Because each parent might come from a different educational background, it is more difficult for parents of international marriages to reach a consensus on education and to participate in their children's academic development (Song, 2006).
- 1.6 Since the new immigrant mothers are from different countries, they bring different languages to the family, and this brings interference to children's language learning (C. S. Wu, 2004). Although there might be some advantages to growing up in a multilingual family, in this situation, the disadvantages seem to outweigh the advantages (C. S. Wu, 2004).
- 1.7 Language differences impede communication between mothers and children. Some new immigrant children have accents: their pronunciation and intonation is non-standard, they make grammar errors when they speak Chinese, and their language development is slower (K. M. Chen, 2005; K. Z. Chiang, 2006; H. J. Ho, 2004; H. Y. Liu, 2003; C. H. Wu 2006; Z. F. Zhong, 2003; D. H. Zhong, 2005).
- 1.8 Parents' differences of opinion about their children's education, the parents' lack of an appropriate education and lack of attention to their children's education are remarkable (Chan, 2009; C. J. Chen, 2007; H. J. Ho, 2004; D. H. Zhong, 2005).

- 1.9 New immigrants speak different languages. The new Taiwanese family members (e.g., husband and in-laws) may not understand the immigrant's language. Thus, the new immigrant might not be allowed to use their mother language to communicate with the children. This, in turn, may result in a lack of language stimulation for the children (C. H. Wu, 2005).
- 1.10 New immigrant women in Taiwan need time to adjust. However, if their children are born before the mothers can adjust to the new environment in Taiwan, it is more difficult for them to balance the new life and parenting (C. S. Wu, 2004; Y. C. Zhang, 2008).
- 1.11 Marital crises from international marriages can create a bad learning environment for their children (C. S. Wu, 2004; F. C. Zhang, 2005). In this situation, parents' attitude toward family education is more likely to show laissez-faire attitudes and negligence (Ho, 2007).

## ***2. School education concerns:***

Just as the list of family education concerns is long, so also is the list of school education concerns.

- 2.1 New immigrant children in the country are facing difficulties with language learning (Y. H. Chen, 2005; F. C. Zhang, 2005).
- 2.2 Language barriers and cultural differences may cause communication difficulties between parents and teachers (Y. H. Chen, 2005; H. J. Ho, 2004; D. H. Zhong, 2005).
- 2.3 New immigrants' children have different accents from Taiwanese children, and so Taiwanese children may make fun of them (Z. S. Chen, 2007).

- 2.4 Some new immigrant children have poor interpersonal relationships, in part because of discrimination from their peers (Chan, 2009; Y. Y. Wu, 2005).
- 2.5 New immigrants' families may have less money to raise their children. They cannot buy helpful reference books or afford to send their children to cram schools<sup>2</sup>. Consequently, the new immigrant children's learning achievement is worse on average than Taiwanese children (Y. H. Chen, 2005; Chiang, 2005; Chiang, 2007; M. L. Huang, 2004; C. C. Tsai, 2005; Y. Y. Wu, 2005; F. C. Zhang, 2005).
- 2.6 New immigrant children have difficulty learning Chinese. This may arise from the general education climate in the home, or from one or both parents not knowing the Chinese language (W. Y. Chen, 2005; Chiang, 2005; Tsai & Huang, 2006; F. C. Zhang, 2005).
- 2.7 New immigrant children need more care from their teachers, but in the case of large classes, it is more difficult for the teacher to take into account the new immigrant children's individual needs (Chiang, 2005; F. C. Zhang, 2005).
- 2.8 Language barriers and cultural differences may cause distance between parents and teachers, thus resulting in communication difficulties (K. M. Chen, 2005; H. J. Ho, 2004; Y. L. Lin, 2007; D. H. Zhong, 2005).

### ***3. Society concerns:***

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<sup>2</sup> In Taiwan, we call cram school *buxiban* (補習班), which literally means "supplementary learning class". The cram schools are after-school programs in private institutions. They offer different courses such as art, music, Mandarin Chinese, Mathematics, English and other kinds of extracurricular lessons. The cram school instructors help students with homework or offer supplemental learning materials. Most students attend cram school to improve or enhance their academic learning and other skills, or for the high school and college examinations, TOEFL, IELTS, and so forth.

Not only do family and school factors affect the educational concerns of immigrants' children, but society also impacts the education of these children.

3.1 Social discrimination against new immigrant women and new immigrant children who struggle with their home and adopted culture may significantly impact their self-esteem and self-identity (Y. H. Chen, 2005; H. J. Ho, 2004; C. S. Wu, 2004).

3.2 Some Taiwanese people still have negative impressions of new immigrant women. New immigrant children's peers at school also look down on them due to the new immigrants' nationalities. Taiwanese people call the new immigrants “外籍新娘(waijixinliang)” or “外籍配偶(waijipeiou),” which means foreign bride or foreign spouse, and these appellations have discriminatory meaning. Therefore, since 2003, we call them “新住民(sinzhumin)” or “new immigrant.” The new immigrants have to adapt to the married life and culture challenges in Taiwan, and they are marginalized by their race, social status, and sex (Chan, 2009; Y. H. Chen, 2005; Hsia, 2000; Y. C. Zhang, 2008; D. H. Zhong, 2005).

3.3 New immigrants' economic status is often marginalized, and so they lack a positive learning environment (D. H. Zhong, 2005). In poor families, parents may be struggling with how to survive, trying to come up with money for food and clothing. As a result, they may have time to care about their children's academic achievements. On the other hand, with a satisfactory income, the family can provide for their children's education and learning resources. The level of affordability is higher for the family

to buy extra books, stationery, computers, and the other electronic products that are auxiliary aids to their children. With additional income, it is more affordable for their children to go to cram schools where the learning resources and extra education help from the instructors can effectively stimulate, encourage, and support children's learning and their early language development (Hamner & Turner, 2001). This impact will continue for the remainder of the child's academic development (Zhou, 2008).

- 3.4 The new immigrant families are affected by discrimination or stigmatization, which can cause their children to feel inferior. Some new immigrant children have accents when they are speaking Chinese. This contributes to their inability to firmly establish their identities. In turn, their unstable identity leads to self-abasement (Y. C. Zhang, 2008).
- 3.5 New immigrants usually have a more difficult time and a more complicated process to find a job than Taiwanese do, and so new immigrant families have lower incomes than the general Taiwanese families. As a result, their social economic status is lower than that of the Taiwanese, and their children may not develop socially as expected by the society (Chiang, 2006; M. L. Huang, 2004; Yang, 2003).
- 3.6 New immigrants' health care knowledge and habits might put their children at risk developmentally. For example, new immigrants' cognition of health care impacts newborn babies' development. They might not pay sufficient attention to take care of their babies, and the children with



slower development might not be treated soon enough. Furthermore, new immigrants from China and Southeast Asia's knowledge of baby care such as shower safety and illness care is lower than Taiwanese mothers (H. C. Liu, 2004).

3.7 In addition, their knowledge of oral health, the oral checkup situation, and baby's oral hygiene are lower than that of the Taiwanese (M. C. Tsai, 2005). The frequency is higher of new immigrant babies with too low a weight on return for a checkup than that of Taiwanese' babies (Lo, 2004). Factors contributing to these conditions include the new immigrants' nationalities and their educational level. People with high educational levels use health services more often than those with low educational levels. Furthermore, those with lower educational levels cannot use the services efficiently (M. C. Wang, 2005). Table 2 below shows infant health care difference between mothers from China, Southeast Asia, and Taiwan.

Table 2.

*Infant Health Care*

Baby's Oral Hygiene	Mothers from China	Mothers from Southeast Asia	Mothers from Taiwan
		36%	58.49%
Oral Health Knowledge Grade (The top grade is 17)	11.04 ± 2.23	7.30 ± 3.99	13.69 ± 2.65
Return for check up (babies of too low a weight)	1.9 times (p=0.575)		3.0 times (p=0.015)

### **Educational policy of new immigrants' children in Taiwan**

To address the different concerns noted above, the Taiwanese government has devoted itself to developing a better education policy for new immigrants and their children. There are several different educational policies for new immigrant children who are included in the marginalized group, which also includes single-parent children, children raised by grandparents, and foster family children. Below, I analyze and discuss the main educational policies for new immigrant children from 2003 to 2012.

From 2003 to 2012, the education policy of new immigrant children has been changed several times (Ministry of Education). These educational policies are:

1. Educational Priority Areas (EPA) Project (2003-2009)
2. Foreign and Mainland China Spouses Child Education and Tutoring Programs (2004-2008)
3. Caring for the Marginalized Groups and Eliminate the Gap Tutoring Plans (2003-2004)
4. Hand in Hand Project (2005-2007)
5. Foreign and Mainland China Spouses Child Parenting Plan (2006-2008)
6. After-school Alternative Program (2006-2008)
7. Reading in Junior High School and Elementary School Promotion Program (2006-2009)
8. Family Education Programs (2010)
9. Nationwide Torch Project (2011-2012)

(Translate Chinese to English by Chien-Yu Wu, Ministry of Education, 2013)

In the following section, I will discuss the main three policies for the new immigrant children, which are the Educational Priority Areas (EPA) Project, the Foreign and Mainland China Spouses Child Education and Tutoring Programs, and Nationwide Torch Project.

The main and the first policy for new immigrant children is the EPA program. This is the most important policy for the marginalized group of students and this policy started 14 years ago (in 2002) and has been reformed several times. EPA was originally designed for disadvantaged rural students. In 2003, the government included the new immigrant children within the EPA project. This was the first time to include new immigrant children as one of the subjects in this policy. The focus of the EPA project is to help decrease the difference in educational resources between rural and urban areas. The goal of the EPA project is to assist the schools in the rural areas and to improve the teaching quality and the students' learning achievement of the marginalized group of students (Ministry of Education, 2008).

The EPA project contains the following objectives:

1. Promote parenting activities. Teachers conduct parenting workshops for parents. Additionally, teachers visit students' parents twice per semester and create and update records. The goals of parenting activities are to develop parents' education skills and to improve their relationship with their children.
2. Guide students when doing homework given by teachers with a focus on languages, mathematics, and social studies.
3. Provide grants for schools to develop academic programs.

4. Provide grants for schools to build kindergartens. A kindergarten education gives immigrant children an educational advantage when they start elementary school.
5. Provide grants for kitchen equipment and to repair or maintain the kitchen.
6. Provide grants for repairing and building activity buildings.

Another important policy for new immigrant children was the Foreign and Mainland China Spouses Child Parenting Plan. Implemented in 2004 as the Foreign and Mainland China Spouses Child Education and Tutoring Programs in Kindergarten, it was renamed the Foreign and Mainland China Spouses Child Parenting Plan in Kindergarten in 2006 to retain only the parenting aspect of the policy. In 2007, the policy was renamed the Foreign and Mainland China Spouses Child Parenting Plan (Ministry of Education, 2008) to include children of new immigrants from China. However, this program was abolished in 2008.

The Nationwide Torch Project is another important educational policy for the recent immigrant children. There are different nationwide activities such as visits to the new immigrant families, mother language learning courses, multicultural happiness seminars, counseling volunteer training sessions, parent and children camps, a new immigrant happiness family life video contest, multicultural cuisine contest, multicultural picture books book reading reflection competition, and the new immigrant parent and children's native songs competition. The Ministry of Education also created a website and an online Torch reporting system. They also designed the mother tongue teaching materials, mother tongue teachers training, new immigrants and their children empowerment, and created scholarships for the schools. The goal of these undertakings is to stress the reality of

multiculturalism for these children, to cultivate people's awareness of multiculturalism, to promote international understanding of the new immigrant families, to create prosperity and social justice, and to establish sustainable happy homes connected with the global development of international standards. I will be expounding on the other policies below.

The main goals of these nine educational policies (of which I have focused on three main policies) from 2003 to 2012 are relatively equivalent. The characteristics and the goals of these education policies involved "Learning Guidance," "Tutoring Activities," "Parenting," "Teacher Training," "Teaching Material Development," and the Government-Emphasized "Learning Guidance" (Chan, 2009; Hsu, 2006; Weng, 2006).

### ***Learning Guidance***

The goal of the EPA Project, Caring for the Marginalized Groups and Eliminate the Gap Tutoring Plans, and the Hand in Hand Project is to promote students' learning achievement by remediating their learning after school. The after-school Alternative Program did not clearly indicate that the goal is to remediate students' learning. However, helping students to complete their homework is one of the goals, and this is helpful for parents who are often too busy to help with their children's schoolwork. In Foreign and Mainland China Spouses Child Education and Tutoring Programs, the focus is on a Mandarin Chinese remedial courses to enhance the new immigrant children's Chinese learning.

### ***Tutoring Activities***

In Foreign and Mainland China Spouses Child Education and Tutoring Programs, the only target is the new immigrant children. This program carries out the tutoring

activity projects, holds multicultural activities or international day activities, and conducts the mother languages inheritance courses. The goals of these different activities and projects are to promote the new immigrant children's self-identity, to help them to adjust to school life, to improve their academic achievement, to learn to accept, care, and respect different groups from different countries, and to enhance the new immigrant children's mother's home country identity through learning their mother's language.

### ***Parenting***

In the Educational Priority Areas (EPA) Project, the Foreign and Mainland China Spouses Child Education and Tutoring Programs for Kindergarten, and the Foreign and Mainland China Spouses Child Education and Tutoring Programs, the target population is slightly different. The target of the EPA Project is the new immigrant parents; the target of the Foreign and Mainland China Spouses Child Education and Tutoring Programs for Kindergarten is new immigrant children at the kindergarten level; and the target of the Foreign and Mainland China Spouses Child Education and Tutoring Programs is new immigrant parents. The goal is the same for these three policies: to provide the new immigrant parents parenting information and to enhance their education knowledge.

### ***Teacher Training***

The aim of teachers' training is for learning multicultural concepts and to develop ways of teaching multiculturalism. In the Foreign and Mainland Spouses and Children Education and Counseling Programs and the Children of Foreign Spouses Kindergarten Education Counseling Program, teachers' training activities are organized on an as-needed basis for the teachers to implement at the different learning stages, except for preschool teachers' workshops, which are only held every two years.

### ***Teaching Material Development***

The goal of Foreign and Mainland Spouses and Children Education and Counseling Program was to develop multicultural materials from 2004 to 2005 and to complete a reference manual. Until 2009, there were a series of measures used to promote the development of teaching materials, such as “multicultural textbook publication or the purchase of multicultural textbooks, manuals, or other instructional materials” and “to conduct the multicultural education lesson plans with excellent selection” (Chan, 2009; Ministry of Education, 2008). These educational policies included various activities and programs for new immigrant children, their parents, Taiwanese children, and teachers. There were different purposes and goals of the educational policies, which included accommodating the concerns mentioned above and trying to improve new immigrant children’s learning performance and learning achievement, enhancing their self-identity, and helping them to adapt to school life and to improve their academic achievement. These policies also targeted the parents of new immigrant children and provided them parenting information to enhance their parenting education and to promote the relationship with their children. Also, they trained teachers to enhance teaching quality and methods with multicultural perspectives (Ministry of Education, 2008).

### **Educational Policies**

During the 10 years of policy reform between 2003 to 2013, some of the grant projects were gradually reduced and eventually repealed in 2008. The Foreign and Mainland Spouses’ Child Education and Counseling Programs is the only one remaining, and new immigrant children were the target of this policy until 2008. With the above educational policies, “justice” and “caring for the marginalized groups” have been the

purposes. The policy measure uses the grants for assistance for new immigrant children to achieve or improve their situation. As a result, now most of the new education policy considers new immigrant children and other marginalized groups for the funding target (Chan, 2009; Ministry of Education, 2009).

### **The impact of the policy changes**

As mentioned above, these educational policies impact not only the teachers, but also the new immigrant parents and new immigrant children. The following analysis and discussion will focus on the effects of the educational policy changes. Although these policies have been changed to benefit the new immigrant children, there are effects on the teachers and new immigrant parents as well.

#### ***The impact of the educational policy changes on the teachers***

Teachers need to stay after school for tutoring marginalized students, which includes new immigrant children, single-parent children, grandparented children, and foster family children, in order to help them on their studies or homework and eliminate a learning achievement gap between them and other students. If the marginalized students do not have academic learning problems or concerns, they do not have to stay after school. The teachers get extra income for tutoring the students, and it is one of the grants for the marginalized group. There are various activities such as multicultural activities, parenting activities, and Chinese language learning courses for new immigrants. Most teachers have not had previous experience in leading these activities and in teaching Chinese to the Chinese non-native speakers, and so they need to spend time planning the activities and preparing for teaching Chinese. In addition, they need to visit these children's families after school or schedule an appropriate time to meet with the students'



parents. Although teachers need to develop and design the multicultural curriculum for the students, they are often unfamiliar with the multicultural curriculum and need to participate in the teachers' training for designing the multicultural activities and the curriculum. Since the teachers need to include the new curriculum within the other courses, they need to re-organize the syllabus, learn teaching methods, and design the work sheets for students to integrate the new curriculum with the other courses. Thus, the Ministry of Education conducts teachers' training for promoting their teaching strategies and developing professional skills on effective teaching, multiple assessment rationale, and application of differentiated teaching (Ministry of Education, 2013).

### ***The impact of the educational policy changes on the new immigrant children***

The new immigrant children have been considered as the objective of the educational policy since 2003. However, the concerns of these children have existed for a long time. The policies now have a more positive impact for the new immigrant children. For example, the new immigrant children learn about different cultures, including food, festivals, and so forth from different countries through the multicultural activities and the curriculum. In addition, one of the policies provides for children to attend kindergarten, and their parents can apply for tuition waivers. The children have the opportunity to learn at an early age, and this enhances their learning when they go to the elementary school. The data show that the new immigrant children have an 8.2% language delay problem, that is, their language development is 8.2% behind that of non-immigrant children (Che, 2004). This phenomenon can be improved by an early learning environment (Che, 2004). Thus, we know how important education is for the new immigrant children. Moreover, in addition to the above mentioned policies, there are different grants from different

educational policies; as these grants increase so do the benefits to students as well (Ministry of Education, 2013). For example, the marginalized group, which also includes the new immigrant students, can apply for lunch-fee waivers. In addition, the new immigrant students have the opportunities for tutoring after school for free, and the after school tutoring program helps the new immigrant students to eliminate the learning gap with other students and also to increase the new immigrant students' learning achievement--especially their language development. However, the new immigrant children are labeled as marginalized groups in some multicultural curriculum and activities, as well as in and out of class.

***The impact of the educational policy changes on the new immigrant parents***

Because the new immigrant parents are from other countries, they are not proficient in Mandarin Chinese. Furthermore, their SES is generally low, and in order to make more money, they must work long hours. As a result, they do not have much free time and are not able to help with their children's school work. The tutoring policy helps parents to teach their children. In addition, the new immigrant parents can apply for grants for the tuition fees; this is helpful not only economically but also provides for the children's learning opportunities. Moreover, the parents learn parenting knowledge, and this also benefits their interaction with their children. The parents have opportunities to learn and improve their Mandarin Chinese proficiency, which benefits communication with their family, especially with their children and with their children's teachers. Also, after they are able to communicate with people in Taiwan, they become accustomed to the life in Taiwan.

There are many difficulties to be resolved in the implementation of education policy (Hsu, 2006; M. L. Huang, 2004; Kuo, 2007; Tsai et al., 2004; C. S. Wu, 2004): the policy itself, the executive authority, the ability and willingness of executives, policy enforcement resources, the communication between policies and policy executives, and the ability and willingness of the policy stakeholders to implement the policy (Hsu, 2006; M. L. Huang, 2004; Kuo, 2007; Tsai et al., 2004; C. S. Wu, 2004).

1. The policy: The local authority's educational plan may not be appropriate for the new immigrant children.
2. Executive agencies: Resources, such as government departments, lack integration.
3. The ability and willingness of the executive: Teachers lack professional knowledge, are overburdened with tutoring work, and lack willingness to put in extra hours tutoring.
4. Policy implementation resources: Insufficient manpower and funding are lacking as well as locations for the activities, teachers' hourly fees are too low, and curriculum and textbooks are inappropriate.
5. The communication with policy-related personnel: Communication is restricted, teaching materials and teaching supplies are in short supply, and it is difficult for teachers to receive needed advice.
6. The ability and willingness of policy stakeholders: Parents' participation in activities is low and the new immigrants' learning motivation is low (Hsu, 2006; M. L. Huang, 2004; Kuo, 2007; Tsai et al., 2004; C. S. Wu, 2004).

Although the educational concerns of new immigrants and their children have existed for a long time, there are problems and difficulties with the educational policies implemented to address these concerns. Researchers and scholars have provided many suggestions, but few have resulted in policy reformation.

My uncle, auntie, my cousin and his wife have international marriages. In addition to these examples, I have taught in primary schools with the new immigrant children. Thus, it is important for me to explore these different educational issues that concern the teaching and learning of new immigrant children and their families. The educational concerns include the education of new immigrant students, their parents, and the society in Taiwan. The population of this group is growing and the concerns are being underaddressed. It is important for me to continue researching the new immigrant children's learning and how the policies reform to solve these concerns since these concerns affect the teachers' teaching and the new immigrant children's learning in the classroom. The next section addresses new immigrant children's English learning achievement, which is one of the important elements of this study since the students in public schools in Taiwan have to learn English starting in third grade.

### **English learning achievement**

This huge increase in the number of new immigrants and their children has created great concern among the general population and, particularly, among those responsible for the children's education. Because of this concern, many studies (Chen, Chiang, & Huang, 2004; H. C., Chen, 2004) have focused on the new immigrant children's cultural adaptation, parental education, and the life adaptation in Taiwan. Recent

research has explored new immigrant children's school adaption, learning achievement, intelligence, language ability, and social skills, and has also been compared to new immigrant children with Taiwanese children (Hsieh, Yang, Weng, Wu & Zhang, 2004; Tsai, Yang, Lai, Huang, Hsu, & Zhou, 2004).

Factors beyond education in the Taiwanese school system contribute to the complex concerns of the successful education of new immigrants' children. New immigrant families' social economic status is marginalized and it influences children's learning. Furthermore, new immigrant families have language limitations which impact their children's learning achievement. As Zhong & Wang (2004) pointed out, there is a relationship between new immigrants' Chinese communication ability and their children's school adaption and language development. Due to new immigrants' low Chinese proficiency, their children's language development delay is 20.9% higher than the parents who have fluent Chinese communication proficiency. Additionally, C. C. Huang (2006) showed that new immigrant children's Chinese speaking proficiency is not good enough leading to difficulty adapting to school. If the new immigrant children have difficulties learning Chinese, they might face challenges and difficulties learning another language as well. Since 2005, Taiwanese students have been required to learn English starting in the 3<sup>rd</sup> grade. It is a mandatory subject in the curriculum in public elementary schools because English is a global language, and it is important for students in Taiwan to learn it in order to get higher education or a better job in the future.

As mentioned above, although studies have investigated different educational concerns affecting new immigrant children, very few have focused on new immigrant children's attitudes toward English. W. W. Chen (2012) indicated that most new

immigrant children's English learning achievement is deficient, and that English teachers have negative perspectives on new immigrant children's English learning. Therefore, for the purposes of this section, I analyzed the research regarding different English learning factors that affect the achievement in new immigrant children. Much of this research has emphasized family background factors on children's learning (Coleman, 1990; M. Y. Hsieh, 2003; C. C. Huang, 2006; W. Y. Lin, 2008; H. Y. Liu, 2003). Factors affecting new immigrant children's English language achievement in public schools include peer relationship, remedial instruction, social capital in the family, parents' social economic status, parents' educational level, parents' involvement, concerns and expectations, and students' anxiety, attitude, or motivation towards English learning in general. Below I will define the above factors and explain terms used in the following sections of this chapter:

### ***Family social capital***

Home is most children's earliest educational environment. Research shows that the family has the most important influence on learning attitudes and the achievement of children (Epstein, 1987; Epstein & Dauber, 1991; Epstein & Sanders, 2002; Grolnick & Slowiaczek, 1994; Hill, 2001; Kohl, Lengua, McMahon, & The Conduct Problems Prevention Research Group, 2000; Reynolds, 1991). Family social capital includes parents' education expectation, parents' concerns about children's education, and parents' involvement in school (Coleman, 1988).

Research related to students' learning achievement and the variable factors include students' gender, low income families, single-parent, grandparents, parents' education levels, parents' occupation, and family social economic status (Coleman, 1994;

M. Y. Hsieh, 2003; C. C. Huang, 2006; W. Y. Lin, 2008; H. Y. Liu, 2003). Other scholars have indicated that immigrant students' English language development and their adaptation and success in U.S. public schools depend on several factors: culture; socioeconomic status; English learning attitude or motivation and their previous learning experiences; bilingualism; English language level; and home language (Cummins, 1981; Cummins & Swain, 1986; Gonzalez, 2001; Valdés, 1998, 2001). The following analysis will discuss peer relationships, remedial instruction, the gap between urban and rural areas, family background, family structure, parents' educational levels and social economic status, and parental expectations, concerns, and involvement with their children's English learning achievement. It is important to explore the research focused on new immigrant children's English learning and teacher's English teaching because the new immigrant children are one significant part not only of the classroom but also of Taiwanese society. The research I analyzed was conducted on English learning with new immigrant children who are elementary school students in Taiwan (Guan, 2007; X. M. Hsu, 2013; M. Y. Hu, 2010; Y. N. Hung, 2011; C. H. Liao, 2008; S. C. Liao, 2011; Y. H. Tsai, 2012; T. J. Yang, 2011; W.C. Yang, 2012; C. L. Wu, 2010).

### ***Peer Relationship***

Some research included peer interaction and relationships as a critical factor in the English learning achievements of new immigrant children (M. Y. Hu, 2010; S. C. Liao, 2011). M. Y. Hu (2010) showed that peer interaction is one of the English learning factors distinguishing high learning achievement groups from low learning achievement groups. S. C. Liao (2011) examined the peer relationship impact on new immigrant children's English learning attitude and achievement. Although she did not find a

difference in English learning achievement between new immigrant children and Taiwanese children, the result showed that the peer relationship has an impact on all students' English learning achievement.

### ***Remedial Instruction***

Guan (2007) conducted research on the effects of remedial instruction on fifth grade new immigrant children's English word recognition. He used a test and questionnaire to compare the ability of English word recognition with new immigrant children and Taiwanese children. The Taiwanese children's ability in English word recognition was superior to that of the new immigrant children. The main factor influencing the results was the length of time students had studied English. Guan (2007) also suggested strategies such as image mnemonics, repetition, look-and-say, key words, roots, and phonics, as well as using multi-media, to help students improve their English word recognition ability

### ***New immigrant children's English anxiety***

English learning anxiety is another factor of English learning achievement. C. L. Wu (2010) conducted interviews with new immigrants about their children's English learning achievement. The new immigrant children's learning difficulties included English vocabulary memorization, difficulty understanding the English curriculum, and English pronunciation. The new immigrant children did not know how to use some strategies to memorize English vocabulary. Because new immigrant children cannot pronounce English like native English speakers, they are afraid to speak English. From new immigrants' perspectives, they think their children are not good at memorizing English vocabulary and have low English listening, speaking, and writing proficiency. Therefore,



parents believe their children need to spend more time studying English. Y. F. Yang (2010) found that the new immigrant children have a positive English learning attitude, but their English learning anxiety is higher than Taiwanese children. She also stated that a high degree of parents' involvement and use of English at home decreases children's English learning anxiety, while somewhat increasing the children's English learning motivation, confidence, and interest.

### ***The gap between rural and urban areas in Taiwan***

C. H. Liao (2008) revealed that the new immigrant children's English writing proficiency, as well as their ability to distinguish between small and capital letters and the order of letters in words, is better in urban schools than in rural schools, but their reading proficiency is almost the same; however, C. H. Liao (2008) did not inform the readers what led to that conclusion. Furthermore, he pointed out that children in urban areas have more resources such as computer access, networks, and other modern technology resources than those in rural areas. The results showed that the third-grade new immigrant students' English reading and writing achievement in the urban schools were better than that of students in the rural areas.

### ***Family background***

Family background is the most crucial factor contributing to students' learning. Y. K. Liu (2005) concluded that the structure of new immigrant families is fragile, and the social economic status of new immigrant families is disadvantaged. These factors affect the children's learning environment. Furthermore, new immigrant parents lack discipline, clear expectations for their children, and long-term education plans. Family background is also important for children's English learning. For example, if the parents can help

with previewing and reviewing their children's English lessons, then the children will have more opportunities to learn English not only in school but also outside of class (Y. K. Liu, 2005).

Within a 24-hour period, students in Taiwan have to spend about eight hours in school. The rest of the day is for education within the family environment. When children stay with their family and interact with family members, they will develop a model for interaction and will form their own personalities and unique characteristics. In education, elementary children's learning achievement and attitude are imperceptibly influenced by their family involvement (Epstein, 1987; Epstein & Dauber, 1991; Epstein & Sanders, 2002; Grolnick & Slowiaczek, 1994; Hill, 2001; Kohl, Lengua, McMahon, & The Conduct Problems Prevention Research Group, 2000; Reynolds, 1991). We know that family education has a long-term impact on children's learning. If family involvement is sufficient, it will help children's school education to become more deeply ingrained. If students are without parental support and assistance, their learning outcomes must be affected. Parents are their children's first teachers; the home is where children first learn all types of knowledge. Thus, if family involvement is one of the students' learning motivations, their learning achievement would be higher (Francis, G., Hill, C., Blue-Banning, M., Turnbull, A., & Haines, S., 2016). If the parents are able to speak English with their children, their English proficiency might be better. For example, my auntie read English story books and played English songs to my cousins since they were babies. I was impressed that when they were playing with each other, they spoke English even though they lived in Taiwan.

Family social capital is also one of the main factors affecting new immigrant children's English learning. Parental expectations of children's academic achievement and guidance are important for new immigrant children's English learning. In these studies, all of the results showed a significant difference in English learning achievement affected by family social capital (M. Y. Hu, 2010; T. J. Yang, 2011; W. C. Yang, 2012; Y. F. Yang, 2010; C. L. Wu, 2010).

Family factors are multi-dimensional; for example, parental attitudes and educational sense will directly affect their children's psychology and behavior. Family factors intensely influence students' academic learning achievement. Many studies have confirmed the level of parental education and occupation, number of children, and family factors such as birth order variables are strong indicators of learning achievement (Leibowitz, 1974; Linder, 1974; Stafford and Hill, 1974). The degree of parents' concerns, parents' educational degrees, the family's SES, educational expectations, the interactions between parents and children, and parents' involvement with their children's learning are important indicators in students' academic success (Douvan & Adelson, 1966; McDill & Coleman, 1965; Parsons, 1942).

***Parental education level and SES:***

Much research (Davis-Kean, 2005; Jimerson, Egeland, & Teo, 1999; Kohn & Rossman, 1974; Luster, Rhoades, & Haas, 1989) has found that the parental educational degree and social economic status have a significant effect on children's learning achievements and growth. The degree of parental concern and educational expectations, the level of interaction between parents and their involvement with their children, and family activities will affect the amount of student achievement (Hill & Craft, 2003;

LaParo, Kraft-Sayre, & Pianta, 2003). For example, H. H. Wang (2000) found that parental education and child academic achievement have a significant positive correlation. That is, the higher the education level of parents, the more they are able to provide support for family learning, including learning facilities, cultural activities, oral communication, and positive parental attitudes. Those are significant influences on children's learning. Hsieh (2003) pointed out that children whose parents have university degrees achieve more academically than children whose parents' highest degree is a high school diploma. Those parents who have higher educational degrees participate more in their children's education and have higher expectations (Hsieh, 2003). Y. H. Tsai (2012) compared the sixth grade students of Mandarin Chinese, English, Mathematics, Social Studies, and Science academic learning. The results showed that, without controlling for family socio-economic background, the new immigrant children whose mothers were from Southeast Asian countries had lower learning achievement than Taiwanese children. However, with the family socio-economic background included as a variable, the results showed a negative correlation, except for Mathematics. On Chinese and English learning achievement, girls have an advantage relative to boys. Y. H. Tsai (2012) also found that the fathers' educational degree is the most crucial factor for children's learning. She discovered that when the father's educational degree is higher, the impact is higher. Y. N. Hung (2011) demonstrated that Taiwanese children's English reading proficiency is better than that of new immigrant children. She pointed out the new immigrant children's score is lower in reading labels and signs, reading sentences, and reading simple stories and children's plays. Y. N. Hung (2011) concluded that the factors are students' participation in after school programs, participation in after school English lessons,

number of years learning English, interest in learning English, father's and mother's education, and low income family status.

Family economic status means the household income. In poor families, parents may be struggling with how to survive, trying to come up with money for food and clothing. As a result, they do not have time to care about their children's academic achievements. On the other hand, with a satisfactory income, the family can provide for their children's education and learning resources; they can afford to buy extra books, stationery, computers, and the other electronic products that are auxiliary aids to their children. With additional income, it is also more affordable for their children to go to cram schools where the learning resources and extra help from the instructors can effectively stimulate, encourage, and support children's learning and early language development (Hamner & Turner, 2001). This impact will continue for the child's academic achievement into adolescence (Zhou, 2008).

Because SES, income, and parents' education are so interconnected, most studies of parental influences use parental social class or education as indicators of parental educational aspirations for their children (Eccles & Harold, 1993, 1996; Epstein, 1987; Epstein & Dauber, 1991; Epstein & Sanders, 2002; Grolnick & Slowiaczek, 1994; Hill, 2001; Kohl, Lengua, McMahon, & The Conduct Problems Prevention Research Group, 2000; Lareau, 1996, 2003; Lichter, 1996; Reynolds, 1991). W. C. Yang (2012) examined the English reading proficiency with new immigrant children whose mothers are from Vietnam, and she indicated that the income in most international marriage families is lower than non-international marriage families. Due to this fact, international families are usually not able to support their children to go to cram schools where, among other

subjects, English is taught. Thus, because the immigrant's children cannot go to cram school, the new immigrant mothers have the responsibility to teach their children at home. The mothers cannot speak English and do not know how to help their children learn English. The consequence of this research showed that the Taiwanese children's English reading achievement is superior to new immigrant children. Likewise, X. M. Hsu (2013) revealed that parents' educational degree and social economic status impact on parenting styles and the parenting styles impact on children's English learning attitude. T. J. Yang (2011), whose study participants were all new immigrant children, indicated that 78.3% of them were from low SES families and the participants' English learning achievement was also low. She also stated that the new immigrant children in her study had a positive English learning attitude; however, they did not have high English learning achievement.

Beyond the research on new immigrant children's English learning achievement research, other studies (Y. J. Chang, 1997; H. P. Chen, 2011; W. N. Chen, 2013; Y. M. Chung, 2012; T. W. Wang, 2011; Z. W. Wang, 2011; Y. C. Zhang, 2008) have shown that parents' educational degree and SES are important factors in children's English learning in all Taiwanese families. The bottom line is that the higher the education degree and the SES of the parents, the higher the English learning achievement of the student.

***Parents' involvement, concerns, and expectations:***

Parents view their involvement with their children's learning and their ability and willingness to cooperate with schools in different ways. Parents typically become involved in their children's learning processes because they want their children to achieve academically. Epstein (1995, 1996) studied parenting attitudes and how they guided their

children's behavior. She found that parents of children who were more likely to succeed academically helped with their children's homework and guided their children's lives. They provided a good environment for their children's growth or played a role as a bridge between their children and the school. They attended school activities, volunteered at school, or contributed to a partnership between schools and the community. These interactions between parents and children and their participation in school activities are regarded as specific instances of parental involvement in their children's education (Epstein, 1995; Rogers, 2000; Sexton, 1990). However, parents' SES, involvement, and expectations are important. Children of international families who have low SES and a low degree of involvement and low expectations have low English learning achievement (C. L. Wu, 2010). In addition, C. H. Liao (2008) conducted interviews with new immigrants and found that parents' attitude determined not only their children's English learning achievement but also learning achievement in other subjects. New immigrants obviously come from different countries; thus, they are not able to read and write in Chinese, even though they are still able to communicate with their children. As a result, they cannot help with their children's Chinese language learning (C. H. Liao, 2008). Therefore, the mothers cannot assist with homework very well. Fathers can read the teacher-parent contact book, but they are often too busy with their jobs; therefore, they do not pay much attention to their children's education (C. H. Liao, 2008). The families who have low social economic status do not care about their children's learning very much. New immigrants' economic status is marginalized, so they lack a conducive learning environment (D. H. Zhong, 2005). In poor families, parents may be struggling with how to survive, trying to come up with money for food and clothing. As a result, they do not

have time to care about their children's academic achievements. On the other hand, with a satisfactory income, the family can provide for their children's education and learning resources.

For parents who have higher expectations for their children's education, their children's learning achievement is higher. Parents with different requirements for their children will expect their children's education to be different. Parents hope that teachers will assist their children to learn at different levels. For example, some parents only want their children to grow up healthy, safe, and happy. Other parents place more value on their children's learning development. Additionally, some parents want teachers to exert pressure on their children. Furthermore, some parents require their children to be outstanding on each test so that they can, in the future, go to a better school. These parents hope that teachers can give better assistance for their children's learning (Baker & Stevenson; 1986; Hill, 2001). Y. F. Yang (2010) conducted a survey with third to sixth grade new immigrant children and found that most new immigrant children are low English learning achievement learners and that parental involvement had a positive correlation with new immigrant children's English learning achievement. Interestingly, T. J. Yang (2011) pointed out the new immigrant parents have high expectations for their children's English learning. Nevertheless, in spite of that, the new immigrants' English learning achievement is still low.

### **Conclusion**

After analyzing the recent research, I still wonder how teachers can adjust their pedagogy to better suit new immigrant children. Should teachers use the same teaching strategies to teach this group that they use for Taiwanese children? How can teachers



create a safe and effective learning environment for both groups of students, regardless of subject matter?

I think teachers should learn more about the history, language, and cultural background of their new immigrant students to show respect for the cultures and backgrounds that they bring to the classroom. Woodson (1993, 1998a) declared that “in order for a real educator to teach intelligently, she or he must first study the history, language, manners, and customs of the people being taught” (in Malewski, 2009, p. 127). I believe that if teachers do this, they can strengthen the relationships with their students, create a safe learning environment, and help students become more involved in their own learning. As Quinn (2009) said, “hospitality might help curriculum scholars rethink, expand, and deepen their work” (p. 101). She also mentioned that, “If the curriculum does not work for all students, nor does it appear to work for teachers (p. 101).” I hope that “Creative solidarity” (Maleswki, 2009) will bring all entities within education together and create a language curriculum that works for everyone” (Maleswki, 2009, p.89).

Furthermore, C. H. Liao (2008) stated that if new immigrant children only have school education and have no family education to help them learn effectively, it is deleterious for new immigrant children to learn any subjects. Family education and school education are both essential for new immigrant children. Close (2001) and Gratz (2006) indicated that although parents’ SES is one of the most important factors in children’s learning, parents’ involvement could decrease the negative impact of the family background; for example, parents can read to their children, visit the library, and play games with their children. Teachers could contact new immigrant and marginalized

families and not only talk to mothers but also the fathers to help facilitate children's learning.

Most of the studies from Taiwan I analyzed in this chapter demonstrated a negative point of view on new immigrants and their children. However, the participants in this study have much more positive views. For example, they told me that the parents care about their children's academic learning, due to their Mandarin Chinese proficiency, and they often ask for teachers' help. Moreover, the participants mentioned that some of the new immigrants' children have higher academic learning achievement than the other Taiwanese students. I will discuss these findings in more detail in Chapter 4.

Although the government has created educational policies for tutoring the new immigrant and other marginalized children at school, they have not solved the family education problems. From my perspective, the government should have policies in place before the new immigrants come to Taiwan, and not wait until afterwards. In other words, the government should anticipate problems and prepare policies for different kinds of situations that the new immigrant might have, rather than trying to figure out what they should do once problems arise. I will apply Culturally Responsive Pedagogy (CRT) (Gay, 2010; Ladson-Billings, 2009; Nieto, Bode, Kang, & Raible, 2008) to analyze the data; this will be discussed in detail in chapter 5. In engaging in the literature review I was initially unaware that CRP would be an important tool for me to use in the analysis.

## CHAPTER 3. METHODOLOGY

### Purpose Statement

In this chapter, I will review the phenomenon of new immigrants and their children in Taiwan, and explain why I used interpretive phenomenology as the research methodology for my study.

In Taiwan, a small country with a population of approximately 23 million, multicultural education has become a momentous concern due to the huge influx of new immigrants—primarily women marrying Taiwanese men and subsequently starting families with them (Ministry of the Interior, 2013). As mentioned in the introduction chapter, Taiwan consists of three main ethnic groups: Han (84%), Waishengren (14%), and aboriginal people (2%) (Ministry of the Interior, 2010). The number of new immigrants in Taiwan increased by 474,451 from 1987 to 2012 (Ministry of the Interior, 2013). These new immigrants have introduced other languages such as Vietnamese and Indonesian into Taiwanese society.

The children of immigrants who speak languages other than Taiwanese have added to the complexity of an already complicated situation. Taiwan includes speakers of several different languages such as Mandarin Chinese, the Minnan and Hakka languages, and aboriginal languages. Some people can speak and understand Mandarin Chinese only, while others can speak Mandarin and understand Taiwanese, and still others (such as myself) can speak both Mandarin and Minnan. Since 2005, Taiwanese students have been required to learn English starting from the 3rd grade. English is a mandatory subject in the curriculum in public elementary schools because it is a global language. It is also important in Taiwan to learn English in order to receive a better higher education or a

better job in the future. In this study, I focused on how the educational policy for new immigrant children has changed over the past 10 years, gathering teachers, parent-teachers, and one school principal's perspectives on new immigrant students' multilingual and multicultural education concerns, to determine if there is any difference in English learning achievement between general Taiwanese students and new immigrant students at the elementary level due to new immigrant parents' language, income, and educational level. The participants' voices and their experiences with multilingual education were powerful starting points for me to explore how Taiwanese people perceive multilingual education contexts. For this phase of the study, I used qualitative research, which Denzin and Lincoln (2003) defined as, "a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. A complex, interconnected family of terms, concepts, and assumptions surrounds the term" (p.3). Given these characteristics, a qualitative methodology was better suited than a quantitative methodology for my study, since I was interested in investigating teachers' teaching experiences with new immigrant children.

Since the population of new immigrants from different countries that forms this multi-ethnic group is rapidly growing, multilingual education has become an important concern in Taiwan over the last 10 years. The government is creating new policies for this multi-ethnic group (Ministry of Education, 2013). Schools in Taiwan are also paying more attention to new immigrant children, who are considered as a minority group in Taiwan. In other words, this multi-ethnic minority group has brought multilingual education into schools in Taiwan.

The following research questions were developed to guide this study:

1. What are the teachers and parent-teachers' perspectives of students who are learning multiple languages at the same time?
2. What are the teachers' perspectives of new immigrant children and of Taiwanese children who are English learners?
3. What pedagogical practices do English elementary school teachers use with new immigrant students and Taiwanese children who are multi-lingual learners in Taiwan public schools?

In order to answer the questions, I used phenomenology as the research methodology. The aim of phenomenology is to “depict the essence or basic structure of experience” (Merriam, 2009, p. 25). The focus of the study was the teachers' educational experience with new immigrant children's language learning in public schools in Taiwan. Thus, for the purpose of this project, phenomenology was the most appropriate research method to study the educational experiences of the teachers in Taiwan elementary schools. I investigated how major theorists define phenomenology and its philosophical foundations. Furthermore, I provided different strategies used in phenomenological research to show how this research methodology helped me to understand the nature of the participants' teaching and learning language experiences.

## *Phenomenology*

Phenomenology originates from the Greek *phainómenon* which means “that which appears” and *lógos* “study,” and it is considered as a discipline and also a method of inquiry in the philosophy of subjective experience and consciousness (Moran, 2000). In addition, phenomenology was further developed by Nijhoff and Cerbone and successfully applied by philosophers such as Heidegger, Sartre, Merleau-Ponty and Jaspers in the 20th century (as cited in Smith, 2013). Husserl strongly insisted that philosophy should be considered a science, and in his interpretation, phenomenology is “the pure description of lived experience” (as cited in Smith, 2013). Clark (1998), Denzin and Lincoln (1998), and Koch (1995) consider phenomenology as part of the interpretive paradigm. Geanellos (1998), LeVasseur (2003), and Lopez and Willis (2004) regard it as a philosophical discipline and a research method.

Husserl also considered phenomenology as a method of phenomenological concept (Klaus, 1966). Thus, phenomenological philosophy can be a method to clarify the role of the “life world,” the nature of the structure (essential structure), and through awareness activities (conscious acts) to understand how the world inevitably correlates between experience and awareness of the phenomenon. In the 20<sup>th</sup> century, phenomenology became a major philosophical movement and provided a new approach to philosophy and science (Davidsen, 2013). There were several phenomenological movements in the 20<sup>th</sup> century led by the likes of Edmund Husserl, Martin Heidegger, Maurice Merleau-Ponty, and Jean-Paul Sartre, and their traditions are transcendental, existential, hermeneutical, linguistic, ethical, and experiential or practical phenomenology (Van Manen, 2002).

Van Manen (2002) identified the phenomenological orientations and their primary challengers:

1. Transcendental phenomenology is Husserl and his collaborator and philosophers' pioneering work; the collaborator and philosophers are Eugen Fink, Tymieniecka, and Van Breda.
2. Existential phenomenology includes Heidegger, Sartre, de Beauvoir, Merleau-Ponty, and Marcel.
3. Hermeneutical phenomenology is espoused by Heidegger, Gadamer, and Ricoeur.
4. Phenomenology of practice is applied to professional contexts such as psychology with Amadeo Giorgi Binswanger and Van den Berg, Buytendijk and Linschoten, nursing with Patricia Benner, and education and pedagogy with Langeveld, Bollow, and Max Van Manen.

As discussed above, phenomenology can be applied in many different professional contexts, which substantiates the benefits of this research method. In addition to the above contexts, Embree (1997), in *The Encyclopedia of Phenomenology*, indicated seven unique perspectives:

- (a) descriptive (transcendental constitutive) phenomenology is concerned with how objects are constituted in pure (transcendental) consciousness, setting questions of any relationship of the phenomenon to the world in which one lives;

- (b) naturalistic constitutive phenomenology is concerned with how consciousness constitutes things in the world of nature, assuming that consciousness is part of nature;
- (c) existential phenomenology is concerned with concrete human existence, including issues of free choice or actions in life situations;
- (d) generative historicist phenomenology is concerned with how meaning, as found in human experience, is generated in historical context of collective human experience over a period of time;
- (e) genetic phenomenology is concerned with the genesis of meaning of things within individual experience;
- (f) hermeneutic (interpretive) phenomenology is concerned with interpretation of the structures of experience and with how things are understood by people who live through these experiences and by those who study them; and
- (g) realistic phenomenology is concerned with the structures of consciousness and intentionality, assuming that they occur in a world that is to a large degree external to consciousness rather than being brought into consciousness.

According to Delaney (2003), “Phenomenology is a qualitative method that examines and describes the lived experience from the individual’s perspective” (p. 438). Delaney’s assertion embodies my rationale for choosing phenomenology for the theoretical framework and methodological approach for my study. That is, I interpreted the participants’ individual experiences and how they made sense of multilingual phenomena. I conducted in-depth interviews with teachers in the elementary school who



have educational experience with new immigrant children and the multicultural phenomena. I listened to these teachers' stories, entered into a dialogue, and interpreted how they interacted and perceived these new immigrant children in the public elementary schools of Taiwan. Phenomenology "is a necessary foundation for" research, philosophy of education, and teaching, and it also "provides us with the means of making connections between them" (Bolton, 1979, p. 255). Bolton (1979), citing Hofstadter (1965), agrees that:

To think is to try to be truthful and phenomenology is thinking about thinking, a reflection upon the fundamental structures of experience by which we know the world and exist in it...its purpose is to enlighten us as to the possibilities of experience and it succeeds only insofar as we are awakened to these (p. 256).

In addition, Smith (2013) stated that "phenomenology is given a much wider range, addressing the meaning things have in our experience, notably, the significance of objects, events, tools, the flow of time, the self, and others, as these things arise and are experienced in our 'life-world'" (Section 1, para. 4). I chose a phenomenology method to explore the participants' experiences and perspectives because I sought to obtain a detailed, in-depth understanding of the experiences from the participants. As Moustakas (1994) indicated, phenomenological principles contend that scientific investigation is authentic when the data achieved comes about through the rich description and they allow for a better understanding of the aspects of experience. Moreover, the researcher can apply the phenomenology research method to their interests and on their focus (Embree, 1997; Van Manen, 2002).

Phenomenology is different from a survey or questionnaire method. In other words, using a survey or questionnaire, the researcher does not have to interact personally with the participants. However, using phenomenology, I had to personally ask each participant to describe his or her experience with the new immigrant children. In this study, I used in-depth interviews to have the participants share their experiences, and then used the interview transcripts to develop the themes from the interviews. The interviews were one-on-one and audio-taped with participants both Chinese and Taiwanese, depending on the language in which the participant preferred to be interviewed. Interviews were transcribed and translated from Chinese or Taiwanese to English when I needed to insert the participants' quotations. Interview data were categorized by different assertions and then interpreted by the interviewees' responses. I coded the data in several passes through the data and emerging themes were defined.

In *Logical Investigation*, Husserl defined phenomenology as “the science of essence of consciousness” and emphasized the concept of *intentionality* and the meaning of “lived experience.” Thus, the transactions between the researcher and the participants of this research involve attentive listening, interaction, and observation (as cited in Smith, 2013). When I conducted the interviews or the classroom observations, I had to listen and observe with the participants carefully. Husserl also considered phenomenology to be not only a philosophy, but also a descriptive inquiry (Benoist, 2003; Draucker, 1999; LeVassueur, 2003; Maggs-Rapport, 2000). This descriptive phenomenology method of inquiry includes bracketing, analyzing, intuition, and describing to produce a true understanding of the phenomenon under study (Colaizzi, 1978; Giorgi, 1970; Swanson-Kauffman & Schonwald, 1988). In bracketing, researchers try to achieve the state of

transcendental subjectivity (neutrality) by neglecting their own prior experiences, understandings, or preconceptions about the phenomenon when conducting research (Wall, Glenn, Mitchinson, & Poole, 2004). The explanation of analyzing is in the “Coding Data and Identifying Themes” section. “Intuiting” means the researcher’s intuitive understanding of human experience, that is, the researcher’s observations and interpretations of it. According to Spiegelberg (1982) intuiting is:

One of the most demanding operations, which requires utter concentration on the object intuited without being absorbed in it to the point of no longer looking critically. Nevertheless, there is little that the beginning phenomenologist can be given by way of precise instructions beyond such metaphoric phrases as “opening his eyes,” “keeping them open,” “not getting blinded,” looking and listening. (p. 682)

Hermeneutic (interpretive) phenomenology is a step-by-step process of analyzing the participants’ narrative text. There are seven steps in interpretive phenomenology which I used when analyzing the data (Diekelmann, Allen, & Tanner, 1989):

- a) reading the interviews to obtain an overall understanding;
- b) writing interpretive summaries and coding for emerging themes;
- c) analyzing selected transcripts as a group to identify themes;
- d) returning to the text or to the participants to clarify disagreements in interpretation and writing a composite analysis for each text;
- e) comparing and contrasting texts to identify and describe shared practices and common meanings;

- f) identifying patterns that link the themes; and
- g) eliciting responses and suggestions on a final draft from the interpretive team and from others who are familiar with the content or the methods of study.

There are several important principles of phenomenological research: epoche, bracketing or phenomenological reduction, horizontalization, imaginative variation, and coherent textual description (Moustakas, 1994) or composite description of the phenomenon (Merriam, 2009). When conducting a phenomenological study, the first step is epoché, bracketing, or phenomenological reduction (Moustakas, 1994), all terms used to describe acts involved in suspending judgement. In epoche, the “everyday understanding, judgments, and knowings are set aside, and phenomena are revisited” (Moustakas, 1994, p. 33). Additionally, Merriam (2009) states that phenomenological reduction is “the process of continually returning to the essence of the experience to derive the inner structure or meaning in and of itself” (p. 26). Furthermore, “we reflect, we look back at our own acts, and we appraise their genuine contents as they are” (Nijhoff, 1973, p. 8) under the phenomenological reduction. The researchers contend that “the object described by phenomenology will be the phenomenon or intentional object of experience, and not something else-especially not a construction...that common sense teaches to see. The reduction forces us to look at what we simply *see*, without the presupposition of interpretations *imposed* upon what we see” (Solomon, 1987, p.21). Phenomenological reduction guarantees that the researcher sees not just individuals but their essences, thus focusing “attention on the *meaning* of phenomena rather than on the peculiarities of particular experiences” (Solomon, 1987, p. 22). Indeed, I reflected on the

ideas or any opinions I possessed of the study, including my previous learning and teaching professional experiences. When I was conducting the study, collecting and analyzing the data, my biases were still there since I am a teacher, a language learner, and a researcher. Therefore, my ideas, concepts, and preconceptions may conflict with my research and the class observations, but phenomenological reduction reminds me to be aware of these biases. In addition, I applied Husserl's bracketing theory to my study so that I reflected on my learning and teaching experience with the preconceived ideas or opinions that I brought to my study. I used horizontalization to examine and treat the data. Any statement that is considered not relevant to the topic or question, repetitive, or overlapping is eliminated, leaving only the "*horizon*" or "themes" (Moustakas, 1994, p. 97). I had to look at my data very carefully and value them equally so that I could create the themes appropriately to elicit accurate assertions from the transcripts.

Through the imaginative variation principle, the researcher can understand that "there is not a single inroad to truth, but that countless possibilities emerge that are intimately connected with the essences and meanings of an experience. (Moustakas, 1994, p. 99)." As a result, I looked at the data several times from different perspectives to have a complete and accurate description of the phenomenon.

Synthesis of composite textural and composite structural descriptions represents the essence of the phenomenon. When reading the description, the researcher should have a better understanding of what it is like for someone to experience a specific situation (Polkinghorne, 1989, cited by Merriam, 2009). Specifically, for me in my study, reading the descriptions enabled me to gain a better understand of the teachers' language teaching experience with the new immigrant children.

## Research Design

The purpose of this study was to understand the teachers and parent-teachers' perspectives of students who are learning multiple languages at the same time, the teachers' perspectives of new immigrant children and of Taiwanese children who are English learners and the pedagogical practices that English elementary school teachers use with new immigrant students and Taiwanese children who are multi-lingual learners in Taiwan public schools. I used a phenomenological case study to conduct the research. I used to teach in both elementary and high school in Taiwan, and at the time I did not notice language learning differences between new immigrant students and Taiwanese students; however, many new educational policies focus on elementary school students. Consequently, differences in language learning may be more noticeable now. Before choosing the participants, I asked my former high school colleagues, "Do you think there is any difference in English learning between new immigrant students and Taiwanese students?" They told me that the difference for high school students was very minor, vague, and hard to recognize. They suggested that I conduct this research at the elementary level instead.

The elementary school I conducted the study is a public elementary school, Four Lake Elementary School (a pseudonym), located in the countryside of Taiwan. There is one classroom for each grade and about 20 to 22 students in each classroom. Since the students are required to learn English starting in the third grade, the participants are the third to sixth graders' teachers and the English teacher. I included the school principal, and the parent-teachers from the pilot study. This school is a different one from the pilot study I conducted. I chose a different school after I changed the orientation of my study.

The public elementary school teachers I interviewed in my pilot study and my senior colleagues helped me to develop a clearer perspective on my topic. For this study, I focused on the students' multilingual education instead of multicultural education since students have to learn different languages in this school. To understand the potential participants' experiences in public schools in Taiwan, it is necessary to pay attention to the social context and other factors of students' and teachers' teaching. Thus, interpretive phenomenology was an appropriate approach:

Hermeneutic approaches [...] do not subscribe to a “correspondence theory of truth”, which assumes that the truth of a particular theoretical statement is determined by the degree to which it corresponds to the hard and fast ‘facts’ of reality, and thus which understands that the ultimate goal of any science is to provide accurate (or, at the very least, ‘falsifiable’) descriptions and explanations of an independent reality. Rather, hermeneutic approaches view the knower and the known as fundamentally interrelated, and thus assume that any interpretation necessarily involves an essential circularity of understanding / a hermeneutic circle in which the interpreter’s perspective and understanding initially shapes his [sic] interpretation of a given phenomenon, and yet that interpretation, as it interacts with the phenomenon in question, is open to revision and elaboration, as the perspective and understanding of the interpreter, including his biases and blind spots, are revealed and evaluated. (Tappan, 1997: 651)

The students in Four Lake Elementary School have to learn Mandarin Chinese from first through sixth grade, Taiwanese from first to second grade, and English from third to sixth grade. Moreover, the principal encourages the students' mothers from different countries to teach the students different languages such as Vietnamese and Indonesian. I focused on the students' language learning, their development in this circumstance, the parent-teachers' teaching experience, and the school teachers' teaching experience with the students in this public elementary school.

In 2013, I conducted a pilot study in which I interviewed six teachers in a small-sized elementary school in Taiwan. There are six classrooms in this elementary school with four to fifteen students in each classroom. Of these, about two to five are new immigrant students. This type of small-sized elementary school is spread out in the countryside, but not in the big cities. The primary reasons for choosing this elementary school to conduct the pilot study were that I had worked there and was familiar with the teachers. In addition, the population of new immigrant students in this school is high. Moreover, the teachers provided experiences and perspectives that were valuable for understanding multicultural teaching practices.

This pilot study was useful for me to re-organize the interview questions because I found that the teachers provided me information about which I had never thought. Thus, I added some questions and used more prompts when conducting the interviews. After interviewing the participants, I wrote interview memos to explore the prominent themes and then analyzed and interpreted the interview data. The interview memo is important for the researcher to summarize the data analysis and potential interpretations the researcher may have.



I found out that the students' language development factors include their family background, socioeconomic status, parents' educational degree, family involvement, and students' learning attitudes and motivation from the pilot study and from an extensive literature review (Epstein, 1987; Epstein & Dauber, 1991; Epstein & Sanders, 2002; Grolnick & Slowiaczek, 1994; Hill, 2001; Jimerson, Egeland, & Teo, 1999; Kohl, Lengua, McMahon, & The Conduct Problems Prevention Research Group, 2000; Reynolds, 1991; Kohn & Rossman, 1974; Luster, Rhoades, & Haas, 1989; Lindert, 1974; Liu, 2005; Stafford and Hill, 1974). These factors were explored during my pilot studies.

According to Heidegger (1962), hermeneutic phenomenology is associated with the life world or human experience as it is lived and it is based "on the perspective that the understanding of individuals cannot occur in isolation of their culture, social context, or historical period in which they live." Thus, interpretive phenomenology is the most appropriate research methodology to understand the students' educational experience within the multi-languages environment in this public school in Taiwan. Table 3 shows the differences between descriptive and interpretive phenomenology (Wojnar & Swanson, 2007) and also demonstrates that the concepts of the interpretive approach are important for my study. I examined the teachers who had experience with the immigrant students' education in public schools through a phenomenological lens "to produce a clear and accurate description of" that particular aspect of their human experience (Polkinghorne, 1989, p. 44).

The purpose of the study is to learn how the teachers perceive the students learn multiple languages at a young age, a phenomenon that is rare in Taiwan. Therefore, the aim of this research is to understand the nature of that phenomenon as descriptive

phenomenology proposes (Wojnar & Swanson, 2007). Furthermore, I wanted to understand better this educational context, culture, and the personal experiences of the participants. Therefore, I used both descriptive and interpretive approaches in my study.

Table 3.

*The Key Distinctions Between the Descriptive and Interpretive Approach*

Descriptive Approach	Interpretive Approach
1. The emphasis is on describing universal essences	1. The emphasis is on understanding the phenomena in context
2. Viewing a person as one representative of the world in which she or he lives	2. Viewing a person as a self-interpretive being
3. A belief that the consciousness is what humans share	3. A belief that the contexts of culture, practice, and language are what humans share
4. Self-reflection and conscious “stripping” of previous knowledge help to present an investigator-free description of the phenomena.	4. As pre-reflexive beings, researchers actively co-create interpretations of phenomena.
5. Adherence to established scientific rigor ensures description of universal essences or eidetic structures.	5. One needs to establish contextual criteria for trustworthiness of co-created interpretations.
6. Bracketing ensures that interpretation is free of bias.	6. Understanding and co-creation by the researcher and the participants are what make interpretations meaningful.

### *Participants and the school*

The Four Lake Elementary School I used for my research is located in a rural small town in the middle of Taiwan. I went to this school when I was young. I selected this school because of it was accessible. I wanted to do the class observation in the school where I did the pilot study. However, the teachers were very resistant due to the length of the observation. They told me that they would feel too much pressure if I wanted to observe their teaching methodology for several weeks. Another concern was that the number of the students in the school is low. For instance, there is only one student in total in the fifth grade. As a result, the teachers encouraged me to choose another school with a larger student population.

It took me about one week to contact another school where I could conduct the interviews and class observations. I did another pilot study in this school, but most teachers are different from the pilot study. Another rationale is that the students of new immigrant families in this school is 10% to 25% in each classroom and 20% overall. The total number of new immigrant students is 47 out of 356. The population of new immigrant students are high in rural areas in Taiwan. The Ministry of Education Policies that specifically focused on the new immigrant students of international marriages between a male Taiwanese and female from Southeast Asia countries, low income, and single-parent (Ministry of Education, 2013). The teachers I chose for interviews are the homeroom teachers, and they all teach Mandarin Chinese as a subject in these classes. The only English teacher at this school was observed and interviewed.

### *The teachers*

My cousin who is also the teacher and the participants' colleague in this school served as an important communication link between the teachers and me, since she knew the participants' personalities and she could access the students' background information of each class. Therefore, she helped me to decide which classrooms to observe and interview with these homeroom teachers. These in-service teachers were volunteers in this study. Their experiences are relevant to the research questions mentioned above, and they were willing to share their experiences for the purposes of this study. I explained that I will use pseudonyms and not share the interview recordings with anyone else and will destroy the recordings after data analysis.

The consent form for the participants was approved by Purdue's Institutional Review Board [see Appendix B-G]. I recruited five teachers participants through purposeful sampling (Onwuegbuzie & Leech, 2007). The demographic data about the participants is represented in Table 4; more detailed profiles of the participants and the school will appear later in this chapter.

Table 4.

*Description of the Participants-Teachers*

Teacher Name*	Gender	Age	Degree	Teaching Experience	Diversity in the class	Grade
Zac	M	28	BA (Chinese)	3 years	4 new immigrant students of 21 students (19%) 2 Indonesian 1 Chinese 1 Vietnamese	3 <sup>rd</sup> grade
Peggy	F	43	BA (Social Work)	9 years	2 new immigrant students of 21 students (9.5%) 1 Chinese 1 Vietnamese	4 <sup>th</sup> grade
Steve	M	46	BA (Primary Education)	22 years	6 new immigrant students of 21 students (28.5%) 1 Indonesian 3 Chinese 2 Vietnamese	5 <sup>th</sup> grade
Yvonne	F	41	MA (Applied Media)	20 years	4 new immigrant students of 21 students (13.6%) 1 Indonesian 1 Chinese 2 Vietnamese	6 <sup>th</sup> grade
Stacy	F	35	MA (Education)	15 years	(English Teacher)	

\*pseudonyms

Table 5.

*Description of the Participants-Parent-teachers*

Name*	Age	Gender	Original Country	Teaching Experience	Years in Taiwan
May	35	F	Indonesia	6 yrs	14
Patty	33	F	Vietnam	2 yrs	13

\*pseudonyms

**Profiles of the Participants and the school*****The school***

The school was established in 1921. There are 20 to 22 students in one classroom and 2 classrooms for first grade and 3 classrooms for the second to sixth grade. The total number of the students is 354, with 35 teachers. This school is located in a rural town in the south of Taiwan.

***Teachers***

Zac is a male Taiwanese who was born and raised in Taiwan and has taught in public elementary school for three years. He holds a Bachelor's degree in Chinese

education. He is a third grade homeroom teacher and has four new immigrant students in his classroom; two of their mothers are from Indonesia, one is from China, and one is from Vietnam.

Peggy is a female Taiwanese who was born and raised in Taiwan and has taught in public elementary school for 19 years. She holds a bachelor's degree in social work. She is a fourth grade homeroom teacher and has two new immigrant student in her classroom; one is from China, and one is from Vietnam.

Steve is a male Taiwanese who was born and raised in Taiwan and has taught in public elementary school for 22 years. He holds a Bachelor's degree in primary education. He is a fifth grade homeroom teacher and has six new immigrant students in his classroom; one of their mothers is from Indonesia, three are from China, and two are from Vietnam.

Yvonne is a female Taiwanese who was born and raised in Taiwan and has taught in public elementary school for 20 years. She holds a Bachelor's degree in primary education and later earned a Master's degree. She is a sixth grade homeroom teacher and has four new immigrant students in her classroom; one of their mothers is from Indonesia, one is from China, and two are from Vietnam.

Stacy is a female Taiwanese who was born and raised in Taiwan and has taught in public elementary school for 15 years. She holds a Bachelor's degree in primary education and later earned a Master's degree in education. She is the only one English teacher at this school.

### ***Parent-teachers***

May is from Indonesia and has been in Taiwan for international marriage for 14 years. She has 6 years of experience teaching Indonesian in different public elementary schools in Taiwan.

Patty is from Vietnam and has been to Taiwan for international marriage for 13 years. She has 2 years of experience teaching Vietnamese in different public elementary schools in Taiwan.

### ***Data Sources and Collection Method***

Interviews, observations, and field notes are the methods to answer the research questions in this study.

### ***Interviews***

The interviews were semi-structured and open-ended. I interviewed the participants and collected the documents from May to June 2015. The interview is one of the data collection methods in case studies. When I collected the data in this study, the main method was to interview the teachers, the principal, and the new immigrant parents. I held an open discussion for each participant to talk about his/her difficulties, challenges, and multilingual education concerns and they were private one-on-one interviews with each participant. Each interview lasted approximately thirty minutes to one hour in length. I audiotaped each interview using a digital voice recorder, and later transcribed all of them.

In this study, the observations and field notes were checked for validity by cross-checking the findings from the interviews; thus, the observations and field notes were

used to verify the interview data. Although I observed the interactions between students and teachers in the classroom, I obviously cannot observe their thoughts or feelings.

### ***Classroom Observations and Field Notes***

I observed the English teacher with third to sixth grade students for two months from May to June of 2015. Each observation lasted forty minutes because each class period is forty minutes. The purposes of these observations was to ascertain how the new immigrant students interact with their teachers and classmates and what their learning behaviors are, especially in English class. I took field notes during the observations and then wrote observation notes, which involved rewriting my field notes in a way that helped me to organize the data. Also, I talked to the teachers and principal outside of the classroom to gain more information. I focused my observations on the participant's teaching pedagogies and interactions with the students. I also took pictures of the classroom when the students were not there, including bulletin boards, posters, some students' work, and the blackboard, which I thought might provide insights regarding the participants' teaching pedagogies. I transcribed my field notes as soon as possible every day after school. I also kept a reflective journal of my thoughts and impressions of the observations.

### ***Coding Data and Identifying Themes***

The data was collected from the interview transcripts, observation notes, and documents. I listened to and transcribed all of the audio recordings. After that, I listed numbers in front of each sentence of the transcription, read and reread, and then wrote down the interview memos to clarify the ideas of the interviews and to bring out the prominent themes, my reflections, and further questions to consider. After identifying the



prominent themes, I used the assigned codes to clarify the themes and code the interview transcripts. Also, I have observation notes, observation memos, documents, and document memos with context, prominent themes, reflections, and questions that I considered. I coded the observation notes and documents when necessary. The participants' experience and how I perceived their responses are important factors in my study. Husserl (1931) interpreted the process of analyzing the data:

The Eidos, the pure essence, can be exemplified intuitively in the data of experiences, data of perception, memory, and so forth, but just as readily...in the play of fancy we bring spatial shapes of one sort or another to birth, melodies, social happenings, and so forth, or live through fictitious acts of everyday life. (p. 57)

Colaizzi (1978) used seven steps to analyze data that I applied in my research:

1. reading and rereading the participants' descriptions of the phenomenon to acquire a feeling for their experience and make sense of their account for acquiring the participants' general feeling for experience;

I took notes of some specific details when reading the data several times and it helped me to immerse myself in the data.

2. extracting significant statements that pertain directly to the phenomenon for generating information pertaining directly to phenomenon studied;

Then, I colored the important statements and grouped them with different assertions with a table.

3. formulating meanings for these significant statements for illuminating meanings hidden in various contexts of the phenomenon. The formulations must discover and illuminate meanings hidden in the various contexts of the investigated phenomenon;

When reading across the statements over times, I formulated the categories to comprise the statements.

4. categorizing the formulated meanings into clusters of themes that are common to all participants; referring these clusters to the original transcriptions for validation and confirming consistency between the investigator's emerging conclusions and the participants' original stories; not giving into the temptation to ignore data which do not fit or prematurely generating a theory which conceptually eliminates the discordance in findings thus far. The purpose is to identify experiences common to all informants;

I organized the protocols with the participants' significant statements with the table and then simplified the themes and the validation.

5. integrating the findings into an exhaustive description of the phenomenon being studied. Employing a self-imposed discipline and structure to bridge the gaps between data collection, intuition, and description of concepts.

Describing includes coding segments of text for topics, comparing topics for consistent themes, and bridging themes for their conceptual meanings. Based on this description a prototype of a theoretical model about the phenomenon under investigation is formulated;

The themes categorized the important statements which provided the evidence to create in-depth portraits and the rich descriptions from the participants and the site of the study.

6. validating the findings by returning to some participants to ask how it compares with their experiences and to validate the findings; and
7. incorporating any changes offered by the participants into the final description of the essence of the phenomenon to present a theoretical model that comprehensively reflects the universal features of the phenomenon (Colaizzi, 1978, pp. 48-71).

I developed the exhaustive description and the findings.

Colaizzi's steps of phenomenological data analysis demonstrate efficient strategies to achieve the description of the participants' living experience. Using these steps, the researcher can understand the data and identify the significant statements and then convert into formulated meanings. If the researcher can apply Colaizzi's strategy of descriptive phenomenology, this would provide comprehensive description about the participants' experience, and, therefore, it would be an effective strategy to establish a basis for future research. Thus, I used these steps in my analysis.

### ***Translation Protocols***

The participants' perspectives and experiences are unique and have different meanings depending on the language and culture. Thus, all the data were transcribed in Mandarin Chinese and then translated into English. Furthermore, I analyzed all the data in Chinese in order to preserve their original meanings and then translated it into English.

Chinese and English are two very different languages, and there are some vocabulary items or terms in Chinese for which I was not be able to find the English equivalent.

Thus, I provided Chinese pronunciation marks and an explanation in brackets.

### **Conclusion**

I was born and educated in Taiwan and then became an international student in the United States, where I am also considered a minority. Being a minority and international student in the United States has reinforced my understanding of minority groups in the Taiwan society. I frequently travel between Taiwan and the United States. My research focus is multicultural and multilingual education. When reading the scholarly articles and learning from the graduate courses such as “Multicultural Education” or even teaching with American students and international students, I become more aware of the minority groups in Taiwan. For these reasons, I developed the present study. As a researcher, I was responsible for developing the study, selecting appropriate participants, conducting interviews with the teachers, sitting in the classroom to observe the students and teachers, transcribing and translating the data, and then analyzing and interpreting it. For these reasons, I feel very devoted to this study.

Phenomenology is the most appropriate research methodology for my research. Husserl (2001) asserted the ideal of transcendental subjectivity—“a condition of consciousness wherein the researcher is able to successfully abandon his or her own lived reality and describe the phenomenon in its pure, universal sense.” When I conducted this research, I had to remind myself to be neutral in this study (Moustakas, 1994; Nijhoff, 1973; Smith, Flowers & Larkin, 2009).

Unfortunately, I did not have the opportunity to learn other languages when I was in public elementary school in Taiwan, and so my prior language learning experiences were very different from the students in this study. In addition, my language teaching experiences were with Mandarin Chinese and English only. Learning more than two different languages are new and interesting for me. Thus, I can keep my interest and passion for my study. When I was conducting the interviews or observations, the interactions between the participants and me, and the way I interpreted their responses, were guided by the above described principles and concepts of descriptive and interpretive phenomenology. I applied interpretive (hermeneutic) phenomenology and also a culturally responsive pedagogy (CRP) as the theoretical framework (Gay, 2010) to have better understandings of the participants' experiences and perspectives.

## CHAPTER 4. RESULTS

Chapter 3 presented the theoretical framework that I used for data collection and analysis. I used phenomenology as the theoretical framework and applied hermeneutical phenomenology to interpret the data that I collected. I explained why I chose this methodology, how I designed the research study, and how I coded and translated the data. I also included a profile of the school and the participants in my study.

This chapter explains how I analyzed the data and provides a descriptive case study of the eight participants, followed by brief information about the principal, Sara, the five teachers, Zac, Peggy, Steve, Yvonne, and Stacy, and the two parent-teachers, May and Patty. I have included stories about these participants' perspectives and teaching experiences with students in Taiwan who come from different family backgrounds. I have used pseudonyms for the participants, but their ages, years of teaching experience, gender, and personal backgrounds are preserved. The principal and teachers' responses from the interviews were divided into different categories: 1) their perspectives of multicultural and multilingual education in Taiwan; 2) multicultural education courses for teacher preparation; 3) new immigrant students' academic learning achievement; and 4) English teaching pedagogies with new immigrant and Taiwanese students. In another section, the parent-teachers' interview responses were recorded; major findings include 1) the parent-teachers' family background; 2) their children's language learning, and 3) their mother language teaching experience.

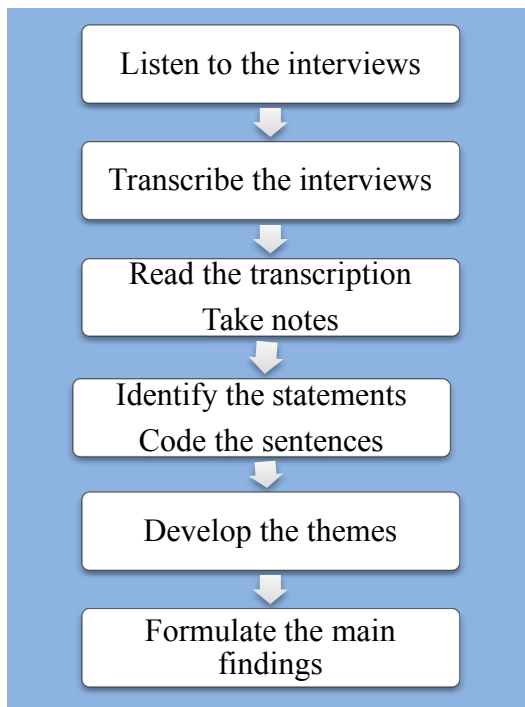
### **Data analysis procedures**

As the researcher, I began analyzing data while interviewing the participants and observing their classes. For example, I paid close attention to the participants' gestures, intonations, and pauses during conversations. When listening to the interview recordings, I had to listen not only to what they said, but also to what they did not say.

Before transcribing, I listened to the interviews to confirm that the conversational implications were related to my research focus. Then, I transcribed the interviews, coded them, and reduced the data to avoid any redundancies. For example, an English teacher would sometimes use the same teaching method in the classroom, and therefore it was unnecessary to repeat that information in the results. The interview data are comprised of conversations between the researcher and participants wherein "information is exchanged between informant and interviewer in both directions [...] and the emphasis of the interviewer is on listening to whatever the informant says as opposed to guiding and controlling the conversation" (Cohen, Kahn, & Steeves, 2000, p. 61).

For data analysis, I applied Colaizzi's (1978) "procedural steps" by a) reading all of the participants' transcribed descriptions to obtain a feeling for them; b) extracting significant statements that pertained directly to the phenomenon being studied to generate relevant information; c) formulating meanings for these significant statements to illuminate meanings hidden in various contexts of the phenomenon; d) categorizing the formulated meanings into clusters of themes; and e) integrating the findings into an exhaustive description of the phenomenon being studied to analyze the interviews with the teachers and parent-teachers, along with the classroom observations and field notes that I collected at Four Lakes Elementary School.

To that end, I read and re-read the transcriptions several times and immersed myself completely in the data. Taking notes throughout the reading process helped me to make sense of the transcriptions. Then, I identified important statements related to the phenomenon I was studying and used different colored pens to code the sentences with different themes. Next, I read the statements and formulated initial themes that integrated the statements, which helped me to organize the protocols, thus developing the themes and their validation. I used the themes to code the important statements with rich descriptions and provided evidence from the participants and the school involved in the study. Finally, I formulated a comprehensive description and discussion of the findings. Figure 1 below demonstrates the procedures.



*Figure 1.* Data analyze procedures



By using interpretive phenomenology, I was able to examine the teachers' and parent-teachers' perspectives of elementary school students who learn multiple languages. In this chapter, the focus is on the findings that I obtained from the participants' statements and my class observation notes to demonstrate the homeroom teachers', English teacher's, parent-teachers', and principal' perspectives of multilingual education at a public elementary school in Taiwan.

Schools in Taiwan pay attention to new immigrant children who are considered to be part of a minority group, one that has brought multicultural education into Taiwanese schools. As some of the central stakeholders in multicultural education, the teachers' experiences, feelings, and voices are crucial. For the present study, the purpose was to investigate the teachers', parent-teachers', and school principal's perspectives on new immigrant students' multilingual and multicultural education concerns to determine if there is any difference in English learning achievement between general Taiwanese students and their new immigrant peers at the elementary level due to the new immigrant parents' language, income, and educational level. For my study, I selected a public elementary school, Four Lakes Elementary, which has a high population of new immigrant children.

### **The portrait of the school, the principal, and the teachers**

Four Lakes Elementary School is located in Yunlin County, a rural area in the middle of Taiwan. There are 18 classrooms with an average of 28 students in each one. At the time of the present study, there were between two to six new immigrant students in the interviewed teachers' classrooms, and all of the new immigrants were female.

Prior to selecting Four Lakes Elementary as the site of my study, I asked my mother, who used to work as a nurse in a Taiwanese public elementary school, about the possibility of conducting a study with new immigrants and their children. She suggested asking her former principal, who then recommended that I visit a principal named Sara. When I first met her at Bay Elementary School, she was very friendly, and we discussed her experiences with new immigrants, including how she invited and trained new immigrant mothers to be teachers.

Since elementary school principals in Taiwan have to go to another school every four years, she was working at Summer Elementary School the next time I visited her. She was in an activity room with some new immigrants and students. They were singing songs in different languages. I was interested in what they were doing and asked her about it. She explained that the new immigrant mothers were helping the students use different languages to sing the songs. I was inspired by this phenomenon. That was when I decided to include learning different languages with new immigrant parent-teachers in my study.

To explore the teachers' beliefs about new immigrant children, I interviewed one principal and two parent-teachers for the pilot study, and four homeroom teachers and one English teacher for the main research study. I chose to use phenomenology to explore and interpret the teachers' educational experiences with new immigrant children in this public school (see Chapter 3). I immersed myself in the data (Cohen, Kahn & Steeves, 2000) by reading the transcripts and the researchers' notes to become more familiar with the data (Colaizzi, 1978). Then, I used different colors to code the responses according to similar words and phrases, looking for significant statements, and then labeling different

categories with the color codes (Colaizzi, 1978). Several categories were analyzed and grouped into themes (Colaizzi, 1978; Moustakas, 1994). The initial themes that emerged from the participants' responses are as follows:

- Perspectives of “Multicultural,” “Multicultural Education,” or Multiculturalism”
- Teaching method
- Teacher training
- Education policy
- Parents' expectations
- Family background
- School resources
- Continuity and consistency

I introduce the participants in Tables 6 and 7 below. I then demonstrate the main findings as interpreted through the in-depth interviews with the participants from the pilot and the current study. All quotes are from the interviews conducted in 2015.

Table 6.

*Summer Elementary School Principal Profile*

Name*	Age	Gender	Teaching Experience
Sara	50	F	29 years

Table 7.

*Four Lakes Elementary School Teachers' Profiles*

Name*	Age	Gender	Teaching Experience	New immigrant students
Zac	28	M	3 years	19%
Peggy	43	F	19 years	9.5%
Steve	46	M	22 years	28.5%
Yvonne	41	F	20 years	13.6%
Stacy	35	F	15 years	

\*Pseudonyms

All of the participants listed in Table 7 are homeroom teachers, except for Stacy, who is the English teacher.

### **Major findings of the principal, homeroom teachers, and English teacher**

Below is a summary of the major findings from the participant interviews and class observations:

1. Multicultural and multilingual education is necessary in Taiwan, but needs to be made more consistent.
2. There is no required multicultural education course in teachers' education colleges or universities in Taiwan.
3. Some participants hold positive views of multilingual education, while other participants assume more negative perspectives.
4. Some new immigrant students' academic learning achievement is higher than Taiwanese students, which runs counter to the research literature (Chen, Chiang, & Huang, 2004; H. C., Chen, 2004; Hsieh, Wu, Weng, Yang & Zhang, 2003; Huang, Lai, Tsai, Yang, Hsu, & Zhou, 2004).

5. The English teachers tend to use the same teaching pedagogies with new immigrant students as with Taiwanese students.

In the following sections, I expand on these major findings.

### ***Participants' perspectives of multicultural and multilingual education***

All of the teachers and principal participants believe that multicultural and multilingual education is important. This finding represents the initial theme: perspectives of “multiculturalism,” teacher training, education policy and continuity and consistency. However, several teachers mentioned that there are too many activities, and too much work is required of them. For example, Steve mentioned that, when he was teaching at another school, he had some experience with the Torch Project, which was designed to increase the awareness of multiculturalism, to promote understanding of new immigrant families, and to develop prosperity and social justice throughout Taiwan (Ministry of Education, 2013). However, some teachers were unwilling to participate in the program due to the need to spend more time working, even though they received extra payment for participating in the program. Steve said, “The teachers’ willingness is low and they said that after school time is their time, so they don’t want to go to do family visits” (personal communication, June 17, 2015). He also emphasized that the program should respect the new immigrant families, since some may not like to attend these kinds of activities. As Steve explained, “Some families don’t like their daughter-in-law to attend the activities, so the number of the participants is low” (personal communication, June 17, 2015). I believe the purpose of multicultural activities is positive; however, the teachers pointed out the negative impacts.

The new immigrant students in these classrooms make up about 9.5% to 28.5% of the total student body. In the interviews, I asked the teachers for their perspectives on the meanings of “multicultural, multicultural education, and multiculturalism.” I have briefly included each one’s perspective below. Additionally, I asked them about their level of awareness regarding educational concerns surrounding the children of new immigrants. The teachers’ responses have been briefly recorded.

Zac stated that he did not think about anything when hearing the terms like multilingualism and multiculturalism, but he believed that the students must learn about the perspectives of multiculturalism because of globalization. Zac said that he pays attention to the new immigrant students’ spelling, pronunciation, and intonation, but he also indicated that there is no real impact since the new immigrant students were born and grew up in Taiwan.

Peggy explained her perspective of “multiculturalism” as:

The different groups have different cultures. For example, people come from different countries such as Thailand, Indonesia, Vietnam, etc. to Taiwan. I traveled in Singapore where many people speak Taiwanese. A lot of Singaporean people immigrated from Fujian province or Guangdong province in China. I feel it is special because there are varieties among different groups (in Singapore) (personal communication, June 15, 2015).

Peggy also said that she pays more attention to new immigrant children and would like to understand them better since their cultural stimulation and family environments

are typically more marginalized. For example, some of them need financial assistance. In addition, their families often cannot help with homework because their parents may be too busy working or may not be literate in Chinese. For those reasons, the school offers a “Sunshine Classroom” for the children of new immigrant or single parents, as well as those who are being raised by grandparents or who come from low-income households to help with their homework and to provide them with a nutritious dinner.

Steve believed that multiculturalism includes different groups, religions, and even genders. He said that he does not pay more attention to new immigrant students, but he did mention some religions that have different rules. He added, “I am impressed by the Balut (embryonic birds eaten inside of the egg) in Vietnam. The Hindus do not eat beef. Muslims consider the pig to be dirty. If you eat pork, then you cannot go to heaven” (personal communication, June 17, 2015).

Yvonne remarked that she was not aware of “different countries, groups, foods, dress [...] before teaching because there were not so many new immigrant children 20 years ago. Their family environment is underprivileged and some of them might need help, or their family cannot help them with school work” (personal communication, June 17, 2015).

The English teacher, Stacy, stated that multicultural education includes different races, languages, education, and cultures. She added, “I had taken a ‘Multicultural Education’ course when I was in college, and the professor just came back to Taiwan from the United States. The professor talked about different cultures, education and so on in different countries” (personal communication, June 22, 2015). I asked her if the professor had mentioned anything during the course about having new immigrant

children in her future classrooms. She replied, “No, the professor just focused on different cultures” (personal communication, June 22, 2015). She is, nevertheless, the only teacher in this study who has taken a multicultural education course.

### *Summary*

Multicultural education includes policies, learning climates, instructional delivery, leadership, and evaluation (see banks, 1994; Bennett, 2003; Grant & Gomez, 2000). In the present study, I investigated how the school teachers conceptualized multicultural education from their individual perspectives. These teachers’ experiences of multicultural education involve language, heritage culture, and different foods found in different cultures. From the teachers’ responses, it would appear that most were unaware of the need for multicultural education for new immigrant children. All of the teachers believe that multicultural education is necessary in Taiwan. Although the government provides multicultural teacher training workshops, these teachers still have concerns about issues related to “multiculturalism.” For example, Peggy agreed that the population of new immigrants is growing and, for this reason, teachers need to understand multiculturalism. Also, the students should be able to recognize the value of multiculturalism in an increasingly global society. Banks (2001b) argued that “Teachers must develop reflective cultural, national, and global identifications themselves if they are to help students become thoughtful, caring, and reflective citizens in a multicultural world society” (p.5). The teachers’ definition of multiculturalism is similar to one another, and they all hope to increase awareness of different cultures in different countries.



### *Multicultural education course*

Most of the teachers in this study reported that they did not take a multicultural education course. Some mentioned that they thought the social studies textbooks contained a multicultural curriculum. However, none of the interviewed teachers taught social studies. Instead, they taught Mandarin Chinese and mathematics, subjects that did not include a multicultural curriculum. Moreover, most of them did not have a required course in “Multicultural Education” while enrolled in teacher’s education universities in Taiwan. Therefore, they were unfamiliar with a multicultural curriculum. The gap in multicultural education knowledge is related to teacher’s training, which should add a multicultural education course to strengthen teachers’ preparation for meeting the needs of new immigrant students, instead of only focusing on learning different languages.

### *Summary*

Although, most of the teachers did not take multicultural education courses when they were in teacher’s college or universities, they currently have new immigrant students in their classrooms and thus might need to do so in the future since multiculturalism is a global phenomenon. Based on my research findings, I argue that the government should have a multicultural education course as a requirement for teacher education in Taiwan.

Chisholm (1994) stressed the importance of multicultural education courses:

Since knowledge precedes understanding, pre-service teachers need to expand upon the knowledge they acquire through the liberal arts and focus on its classroom implications. A general course in multicultural education provides an opportunity for further reflection, self-awareness, and development of a personal philosophy. An

introductory multicultural education course would also serve as the mainstay for an integrated multicultural teacher education program. It frames learning, thinking, and behavior within a cultural context and invites pre-service teachers to become more aware of their own cultural perspective. In short, an initial course in multicultural education encourages the life-long process of developing the necessary cultural competency for bridging the gap between the majority culture and students' natal culture (p.54).

However, when I asked the teachers if the professors or the instructors in their college or universities ever discussed multicultural education, all of them answered “no,” except for the English teacher, Stacy.

### ***New immigrant students' academic learning achievement***

Education policies, school resources, parental expectations, and family backgrounds are included in this category.

Zac indicated that the new immigrant students in his class are in the middle to upper of academic learning achievement. One who did not have adequate Mandarin Chinese learning achievement went to Vietnam for one year, and another had a father who was older. Zac mentioned that some students in his class require after school tutoring due to their academic learning achievement, but not because they are new immigrants. Zac indicated one new immigrant student in his class who is self-motivated to learn; the student requested to stay after school until 8:30pm for a program called “Night Angel,” which is for students who need extra help with their schoolwork or whose parents who are unable to pick them up until later in the evening.

Peggy mentioned that one of the new immigrant students, whose mother is from Vietnam, is in the top 3 of her class, although the mother does not pay attention to the student's learning. Instead, the student goes to cram school in the afternoon and is highly self-motivated. The student's father does not have a job and takes care of the student's grandmother at home.

Peggy emphasized that, when it comes to academic achievement:

It depends...for example, one of the new immigrant students whose mother is from China, the student's sister has high learning achievement. Compared with his/her sister, s/he is not that good. So, the mother from China does not mean their children would have high learning achievement. But the mothers from Thailand, Indonesia, or Vietnam, they are not able to teach their children, but Chinese mothers can understand the learning materials. As a result, the mothers who come from the other countries have more disadvantages (personal communication, June 15, 2015).

Peggy also pointed out that the students who live with their grandparents often have behavior concerns (but added that is not the case with new immigrant students), and so she pays more attention to them. Peggy indicated that the father of a new immigrant student in her class, whose mother is from Vietnam, pays more attention to his child's learning, and thus the student has high achievement. Peggy explained that the student has more pressure because she is the oldest child, and so the father wants her to be the top student in her class.

Stacy noted that, in her class, some new immigrant students' learning achievement is better than that of their Taiwanese peers. She knows a few students who

are new immigrant children, and pointed out that some Chinese new immigrants' children have higher English learning achievement than the other new immigrant children. When I asked her if she pays more attention to them, she said, "No. Because I feel some new immigrant children's learning is better than Taiwanese children" (personal communication, June 22, 2015).

### *Summary*

Most of the research I have reviewed (Chen, Chiang, & Huang, 2004; H. C., Chen, 2004; Hsieh, Wu, Weng, Yang, & Zhang, 2004; Y. H. Tsai, 2012; Huang, Lai, Tsai, Yang, Yu, & Zhou, 2004) indicates that new immigrant children's academic learning is lower than that of Taiwanese students. Yet, all of the teachers in the present study claimed that some new immigrant students' learning achievement is higher than Taiwanese students. I will provide a more in-depth discussion of this apparent contradiction in Chapter 5.

### ***Participants' views of multilingual education.***

School resources, educational policy, teaching method, and teacher training are included in this finding.

Zac claimed that he did not see any impact from the students learning different languages at the same time. However, when I asked him if the new immigrant children have an accent when speaking Mandarin Chinese, he again mentioned the student who went to Vietnam for one year. After the student came back to school in Taiwan, Zac found that "the student's academic grades are good, but he is weak at Mandarin Chinese, especially Bopomofo and his memorization. He stayed in Vietnam for one year and did

not go to school, and so he has to repeat the third grade” (personal communication, June 17, 2015).

Yvonne also mentioned that new immigrants have an accent. So when Indonesian or Vietnamese mothers speak Mandarin Chinese, it is harder for her to understand them. She pointed out that when some students speak Taiwanese, it sounds odd to her due to the fact that they learn so many languages at the same time. She mentioned that the students learn Taiwanese once a week, and speak Mandarin Chinese at home. She said, “Their Taiwanese pronunciation is awkward. I feel that the students are not able to talk to other people in Taiwanese. They use English spelling in Taiwanese textbooks, and the students might be confused by that” (personal communication, June 17, 2015).

Peggy said that she does not see any impact between different languages in the students’ learning. She emphasized that, “We speak Chinese and Taiwanese at home, and the students have learned these two languages. The students learn English in school. I don’t think there is an impact. The students go to cram school. So there is no difference” (personal communication, June 15, 2015).

Steve has been involved with a winter camp for mother tongue language learning. There are four different languages taught there: Indonesian, Vietnamese, Khmer, and various Chinese dialects. Steve learned some simple sentences in the camp. When he presented the results, he used phrases like “Thank you” and “Hello, everyone” to impress the people in the program. In his opinion, learning different languages would benefit the students in their future. However, he also thinks that new immigrant families are often negatively labeled by the Torch Project simply because of their status: “Why not the aboriginal people families? Low income families? This is not fair for the other

marginalized groups, and it is labeling the new immigrant families. This makes the other people think the new immigrant families are different” (personal communication, June 17, 2015).

When I asked Stacy about her perspective on multiple language learning, she said that students used to learn English when they were in the fifth and sixth grades, but now they have English class starting from the first grade. She asserted that the students do not learn Mandarin Chinese as well now because they have to learn English and Taiwanese too. She added that the students do not have to take Taiwanese exams, and so they learn English instead, which puts more pressure on them than learning Taiwanese. The students and parents tend to pay attention to academic grades. Therefore, they will be more relaxed when there is no exam for learning Taiwanese.

### *Summary*

The teachers have different opinions about multilingual education in Taiwan, but most hold positive views and did not see any negative impacts associated with learning different languages at the same time, except for Stacy and Yvonne, who expressed their concerns about pronunciation above.

Learning different languages has several positive effects. According to Diamond (2010), “Recent studies show that children raised bilingually develop a specific type of cognitive benefit during infancy, and that bilingualism offers some protection against symptoms of Alzheimer’s dementia in old people” (p.332). Furthermore, Cummins (2000) indicated that the bilingual students “have reported a positive association between additive bilingualism and students’ linguistic, cognitive, or academic growth” (p.112).

The teachers' perspectives also differ from C.S. Wu's (2004) claim that the new immigrant mothers' languages would interfere their children's language learning.

### ***English teaching pedagogies***

Education policy, teaching methods, teacher training, school resources, and continuity and consistency are revealed in this finding.

Stacy asked the students who have lower English grades to come to her classroom during the noon break time, which lasts about ninety minutes for lunch and a nap. The students went to her classroom after lunch to enhance their English proficiency. Stacy stated that it was effective at the beginning, but the students got lazy when they went home and did not review the lessons. As a result, she no longer has the students for tutoring with her during the break time. Now, she usually asks the homeroom teachers to note which students need to have more attention, and not only new immigrant children.

While observing her English classes, I noticed that Stacy used a variety of activities with different grades. For instance, for the third and fourth graders, she picked two students and gave them different small cards that had pictures on one side and corresponding vocabulary on the other side. Stacy read one vocabulary word, and then the students picked up the card with the picture that matched what she said. The fastest one was the winner. Then, she used the opposite approach, showing the picture to the two students, who then chose the vocabulary side. She learned some of the activities online and pointed out that she does not play the same games too often; otherwise, the students would feel bored and not be motivated to engage in the activity. She noted that the students' English pronunciation is getting worse because she was not the one teaching the students at the early levels. She used to teach the students from the first grade, but now

she only teaches them from the third or fourth grade. She pointed out there is a huge gap, especially in spelling, when the students were taught by other teachers from the lower grades. She preferred to teach the students herself when they are in the first grade, but she was no longer able to do that given her current workload.

Some of Stacy's students mentioned that the English classes are so different between elementary school and high school. She noted that "some of my students complained that English courses are more difficult in high school than elementary school" (personal communication, June 22, 2015). She asserted that the high school students have to memorize 20 to 30 vocabulary words at one time, but in elementary school they only have 5 words to memorize. She also claimed that there is a gap not only in English, but also in other subjects between elementary and high school. She tried to use different textbooks to see which one was more effective, but she has yet to find a good one. In addition, she uses different activities and teaching methods every semester to engage the students, but this has also not proven effective due to time limitations.

Stacy is the only English teacher in the school, and the focus of the observation was on her teaching pedagogies with new immigrant and Taiwanese students. I went to the English classroom when she was teaching third to sixth grade students. There are two to three different classes for each grade, but due to time limitations and the fact that English class is required from the third grade, I was only able to observe one class of third to sixth graders. Actually, a long-term class observation is not easy to access due to the teachers' unfamiliarity with the researcher and a lack of experience with being observed.

I went to the classroom a few minutes before the class bell rang. The class lasted for 40 minutes, and the students usually came to the classroom on time. Stacy applied Total



Physical Response, the Audio-Lingual Method, and the Natural Approach in her English classroom (Richards & Rodgers, 2014). She used audio and video aids to teach English conversation. DVDs came with the textbooks, and their content was interesting. There were different exercises and games included in the DVD, such as fill-in the blanks or role play conversations. The students were more attentive when Stacy played them. In Stacy's class, I could tell that the visual aids can help students to get more involved with the textbook. They concentrated more when Stacy played the videos. For the higher grades, Stacy uses lottery way to keep students aware of reading vocabulary, sentences or role-play with a short conversation. There were different numbers in a container, and when Stacy grabbed one, the student with that number needed to answer a question.

In the interview, Stacy claimed that she does not know who the new immigrant students are. In the class observation, I did not notice Stacy using different teaching methods with new immigrant students than with Taiwanese students. She took care of the slower students in the class and gave them more practice time together. She had them come out in front of the class and write the vocabulary items on the blackboard. Stacy read one item, and the students pointed out which one was the correct answer. After they provided the correct answers several times, they were allowed to go back their seats.

### *Summary*

As I mentioned above, Stacy used different activities and games for students in different grades. She used more active games to engage the lower grade students. The students were so excited about the games and engaged in the activities.

Richards and Rodgers (2014) noted that:

Innovations in technology, the growing trend to begin teaching English at primary level as well as the use of English as a medium of instruction in many university programs prompt an ongoing review of past and present practices as teachers and teacher educators search for effective activities and recourses for their classrooms (p. ix).

The parent-teachers' background, perspectives and teaching experiences are included in the following sections:

### ***Parent-Teachers Perspectives and Experiences***

Table 8.

#### ***Parent-Teachers' Profile***

Name*	Age	Gender	Original Country	Teaching Experience	Years in Taiwan
May	35	F	Indonesia	6 yrs	14
Patty	33	F	Vietnam	2 yrs	13

\*Pseudonyms.

### **Major findings of the parent-teachers**

Parental expectations, family background, education policy, and school resources are revealed in the following findings. The major findings of the parent-teachers are as follows:

1. The parent-teachers' (new immigrants) background
2. The parent-teacher's children's language learning
3. The parent-teacher's children's education at home and school
4. Mother language teaching experience
5. Mother language teaching pedagogies

### ***The parent-teachers' (new immigrants) background***

The two parent-teacher participants at the school in the present study are new immigrants from Vietnam and Indonesia. I wanted to have individual interviews with them, but they requested to be interviewed together. I think this was because it was the first time we met, and they did not know me yet. The interview was focused on their family situations and teaching experience. May is from Indonesia and has lived in Taiwan for 14 years. Patty is from Vietnam and has lived in Taiwan for 13 years. May is a Chinese Indonesian. Both of them have language-teaching certificates. May's parents-in-law passed away. Patty lives with her husband, children, and parents-in-law. May and Patty never discussed their current status in Taiwan.

The reason they immigrated to Taiwan was because the government and living conditions were not that good in their home countries. They saw their friends who married Taiwanese males had a better life. They also heard that Taiwanese males are more considerate. Both of them came here via their relatives, not through an agent. Their relatives introduced their husbands to them. The principal, Sara, encouraged these two new immigrants to teach their mother tongues at the elementary school.

Their education is at a middle school level. May mentioned that if they do not have money, they are not able to be educated back home. Furthermore, the education system in Indonesia is stricter than in Taiwan; they have to get at least 60 out of 100 percent to pass the exams. Otherwise, they have to repeat the same grade for another year in Indonesia. In addition, the students have to take the middle school entrance examination to go to middle school. May emphasized that "if you do not have money, you cannot go to school" (personal communication, March 3, 2015).

Patty used to be a tailor when she was living in Vietnam. May did not have a job in Indonesia and said that she traveled a lot when she was in Indonesia. Neither one spoke Taiwanese or Mandarin Chinese before immigrating to Taiwan. May said that she used gestures to communicate. Patty learned Mandarin Chinese while she was waiting for the marriage certificate in Vietnam, but her Mandarin instructor was Vietnamese, and Patty noted that the instructor had an accent. "I was waiting for the wedding certificate, which takes about two months. I learned some simple words in my Chinese class in Vietnam." I asked her, "So you have Chinese class over there?" She replied, "Yes! Yes! But his/her intonation is not right" (personal communication, March 3, 2015).

### *Summary*

Although H. J. Ho (2004), C. S. Wu (2004), Y. C. Zhang (2008), D. H. Zhong (2005) have claimed that the immigrant parents often have poor communication skills, low language proficiency, and low literacy proficiency in Mandarin Chinese, both May and Patty were friendly and easy to communicate with during the interview, even though they have distinct accents when speaking Chinese. Before the interview with the new immigrants, I did not know that the education in Indonesia is very strict. When May mentioned that she traveled a lot when she was in Indonesia and stressed that her family is not poor, I think that was because she knows many people have negative impressions and thoughts about immigrants in Taiwan. For example, the research shows that international marriage families generally have lower social economic status (Kuo, 2007). As a result, they have fewer opportunities to gain cultural stimulation by visiting

museums or attending concerts. However, May's experiences are different from the research.

### *New immigrant children's language learning*

May has two children, one boy and one girl. She stated that her children do not want to learn their mother language, but they can understand some simple words and phrases such as "eat" and "take a shower." However, they do not want to speak because they are not interested in learning their mother language.

Patty's children, on the other hand, have taken an interest in learning Vietnamese. They ask Patty how to say "this and that" in the language. Her children also like to share and teach their peers at school. However, Patty's parents-in-law complained about her teaching her children to speak Vietnamese. They said that they live in Taiwan, and so they should learn the local languages instead of Vietnamese. Patty said that her children were young and learned Vietnamese fast. If her parents-in-law did not complain, her children's Vietnamese would be much better.

About four years ago, her parents-in-law accepted that Patty speaks Vietnamese since they know that she teaches it at schools. Patty explained to her parents-in-law that, "Taiwanese children are learning Vietnamese, and my children's mother is from Vietnam. Why can't they learn Vietnamese?" (personal communication, March 3, 2015). However, her husband did not allow her to teach the children Vietnamese either. She mentioned that when she was listening to Vietnamese songs, her husband said, "You are in Taiwan and should listen to Taiwanese songs. Why Vietnamese songs?" (personal communication, March 3, 2015). In addition, her husband does not like her to spend time

with other Vietnamese people because he does not understand what they are talking about. So she only hangs out with Taiwanese.

### *Summary*

I could tell from May's facial expression that she was sad when she said that her children do not want to learn her mother language. On the other hand, she is always energetic when she was teaching Indonesian in the class. I can feel that Patty was excited when she shared how her children are learning Vietnamese. C. H. Wu (2005) argued that the new Taiwanese family members may not understand the immigrants' language, and the new immigrant might not be allowed to use their mother language to communicate with their own children, which can result in a lack of language stimulation for the children. Patty noted that she was not allowed to use Vietnamese with her children at home and not allowed to spend time with other Vietnamese because her parents in law and her husband do not understand Vietnamese. After being the language instructor, her family members changed their perspective and allowed her to use her mother language at home. Her children are interested in learning their mother language. Patty noted that this mother language learning policy can preserve her own mother language and culture.

### *New immigrant children's education at home and school*

Patty stated that her children prefer to listen to their teachers instead of her. May agreed with this statement. Patty added that, when her children were in kindergarten, she tried to teach them how to do their homework, but they said, "You don't understand. The teacher said so" (personal communication, March 3, 2015). May emphasized that the children ignore her when they are at home, but they pay more attention to May when their teachers are around.

When observing May's language class, I noticed that there is always a school teacher in the classroom. I wondered what would happen if the teacher was not there. Patty said that she pays attention to her children's education. She studied at Taiwanese elementary school level for three years in Taiwan. She said that she does not understand her children's textbooks, and that it is too difficult for her to teach her children. Patty said that she feels pressure when her children do not understand some sentences that she does not understand either. Her children go to cram school to learn Math and English. She also stated that her husband does not pay attention to their children's education. May explained that she was in a similar situation: "My husband needs to work until 6:00pm, and he is so tired. How can he teach the children after work?" (personal communication, March 3, 2015). Patty added that she is not able to teach her children. Sometimes, she asks them to rewrite some words, and they argue that their teachers did not say the words were "ugly." Then Patty will tell her children that it doesn't matter if "the teachers did not request you to do this much. I am your mother. So I am demanding more" (personal communication, March 3, 2015).

### *Summary*

When Patty and May mentioned that they are not able to help with their children's homework, I realized that family education is more important than I previously believed. Also, when Patty's children told her that "you don't understand, the teacher said so" (personal communication, March 3, 2015). I felt frustrated and helpless for her because there is nothing she can do to refute them. From this case, it is essential to have afterschool programs for those students who need help due to new immigrant parents' low Mandarin Chinese proficiency and inability to help with homework. I have discussed the purpose of education policies in Chapter 2, and one of the main purposes is to provide grants for afterschool program and Mandarin Chinese courses for new immigrants (Ministry of Education, 2013).

Teacher training, education policy, and teaching method are represented in the following two findings.

### ***Mother language teaching experience***

Patty said that she feels so thankful to have the chance to teach Vietnamese so that she can remember her home culture and language. Beforehand, she had not spoken Vietnamese for eight years and forgot how to say some words. May also noted that she would forget how to speak her mother language after not speaking it for a long time. May has taught Indonesian in seven public elementary schools, and Patty has taught Vietnamese in three public elementary schools. They do not have any textbooks. Instead, they must create the teaching materials by themselves. There are 14 sessions, twice a week, for the mother language program. I have seen the Indonesian material, which includes some simple greetings such as "good morning," "good afternoon," "hello," and



“thank you,” as well as numbers, fruits, and a few songs at the end. The school decides which grades are to learn the mother languages. Some schools encourage all of the students to do so, while others only have second to sixth graders learn. Patty pointed out that some schools do not have classes for sixth graders attend since they have to learn so many other subjects.

Patty claimed that, after teaching her mother language, her parents-in-law and their friends showed more respect to her. May added that it is really different, since people would think that they were “*bought*” brides and would look down on them. Their husbands needed to pay the agent US \$10000, but their parents-in-law thought the money went to the new immigrants’ families. Patty indicated that she could not hang out with her friends before being a parent-teacher. But after teaching Vietnamese, her parents-in-law allow her to go to school and hang out with her friends. I told her that I like Vietnamese’s food such as pho and spring rolls, and she said that she feels so happy when hearing people like her culture’s food.

Patty teaches the students Vietnamese speaking and listening, but not reading and writing. She explained that “the students have so much homework to do, and I do not want to push them too hard” (personal communication, March 3, 2015).

After the interview, May asked me how to improve her language teaching. I suggested that she use pictures with vocabulary on the other side to enhance the students’ memories. When I observed her class, she used the method that I suggested. I asked her who helped her to make the pictures; I assumed it was the school teacher, but she told me that her husband had helped her to make it, and that she laminated them herself. It

revealed that the new immigrant mother language instructors need more resources to help them to create teaching materials.

May and Patty asked me to take a picture with them and took my phone number for keeping in touch. I did not have any communication difficulties in the interview, which was conducted entirely in Mandarin Chinese.

### *Summary*

When May and Patty were sharing their teaching experiences, their faces were bright and happy. It is impressive that they are able to design the teaching materials by themselves. Furthermore, there are having positive impacts on society by getting families to use their mother language at home, thus enhancing new immigrants' self-confidence and helping to preserve their mother languages and cultures whenever they teach people in the multicultural activities and language classes.

In Chapter 2, I mentioned that the goal of mother language classes in the Torch Project is to stress the reality of multiculturalism for these children, to cultivate people's awareness of multiculturalism, to promote international understanding of the new immigrant families, to create prosperity and social justice, and to establish sustainable, happy homes connected with the global development of international standards (Ministry of Education, 2013). May and Patty's reactions and responses illustrate the positive effects it has on them.

### ***Mother language learning and teaching pedagogies***

I did not have a chance to observe Patty's Vietnamese language class since there was no Vietnamese offered at the time I was in the school, but I did observe May's Indonesian language classes for four weeks. The language class began at 8:00 and lasted

until 8:30 am on Wednesday mornings, once a week. The class actually started in April, but due to reasons that remain unknown, it was paused for a few weeks and then started again in June. I did not have a chance to go back to Taiwan until May. As a result, I observed her classes three times. She created the Indonesian textbook by herself. There were no sentences in the textbook, but there were two songs. The students learned how to speak a complete sentence in the class while May wrote it down on the whiteboard. She used Taiwan's phonetic symbols and Chinese characters to show them how to pronounce the Indonesian words.

May uses Total Physical Response and the Natural Approach to teach Indonesian (Richards & Rodgers, 2014). When she walked into the classroom, she said “good morning” in Chinese, and the students responded with “good morning” in Indonesian. At the beginning of the class, May reviewed the vocabulary that the students had learned during the last week and repeated each word twice. She used different activities and games with pictures and PowerPoint. I could tell most students were engaged and enjoyed learning Indonesian. Since she does not have a car, and her husband needs to work, I went to May's home to help her bring food to school for the last class. She prepared Indonesian food for the school staff, teachers, and students. The school teacher reminded the students to say “thank you” in Indonesian to May at the end.

### *Summary*

I wish I could have attended all 14 sessions of May's class, but I did not have the opportunity to do so. The students are from different grades, and there is always a school teacher in the classroom. I wondered if May could take care of the whole class without the teacher since she did not have any training and preparation, although she did have a

language teaching certificate. Another concern is that the mother tongue language program does not have a long-term plan. As teacher Zac indicated, he learned some words from the language class, but soon forgot them. When he asked the students, they also forgot the words. The Ministry of Education is planning a long-term mother language learning policy and might implement it in 2018 (Ministry of Education, 2016). There are more detailed discussions of the mother language learning plan in Chapter 6.

### **Reflection**

To be honest, I was unaware of whether or not my students were new immigrant children when I was teaching in a public elementary school in Taiwan. I remembered that one of them told me that her classmate's mother was from another country, and I replied "*So what?*" I was surprised when she said that to me because they are not only classmates, but also relatives who live in the same house. From this brief conversation with the student, and from reading I have done, I think people in Taiwan often have negative impressions of new immigrants.

When I was teaching in Taiwan, I did not know the students' family background. I do not think that students who are from new immigrant families have lower academic learning achievement. For example, my auntie is from China, and she pays close attention to my cousins' education; they even sent their first child to a private high school in the U.S. As an English teacher and learner, and based on my research, I argue that if the government wants to have the children learn many languages at the same time, the policy should be more sophisticated and well-organized, although it will take a long time to build up a dynamic and adequate plan. In addition, language teacher training will be another issue. I recalled that when I was an elementary school student, I had 33

classmates, and so I never had this kind of learning experience. On the other hand, I enjoyed having game time when I was in cram school with a small number of students. I tried to play games with the students when I was teaching in high school in Taiwan. However, there were about 35 students in one classroom, and it was hard to control. Therefore, it is good for teachers to have a small number of students to play different games and use different activities to engage the student and motivate their learning in the classroom.

### **Conclusion**

The focus of the interviews was on the teachers' and parent-teachers' perspectives of students who are learning multiple languages at the same time, as well as the teachers' perspectives of new immigrant and Taiwanese children. I also wondered if new immigrant children's English learning achievement is different from Taiwanese children. The focus of classroom observations was the teaching pedagogies with multiple language learners. All of the teachers believe that there is no difference in the students' learning achievement based solely on where their mothers come from. They also pointed out that some of the new immigrant students' learning achievement is, in fact, higher than Taiwanese students. Yet, research (Hsu, 2006; M. L. Huang, 2004; Kuo, 2007; Tsai et al., 2004; C. S. Wu, 2004) indicates that they drop out of school at a higher rate than Taiwanese students. This issue will be discussed in the Chapter 5.

Educators and policymakers have to focus on the concerns and difficulties that teachers have with new immigrant students. They need to design more courses that address these concerns and provide more information about multicultural education for teachers. Moreover, multicultural professional training is necessary for all teachers. It is

important to explore these different educational concerns regarding the teaching and learning of new immigrant children and their families. The educational concerns include the education of new immigrant students, their parents, and the Taiwanese society. The population of immigrants is growing, and yet these concerns remain unresolved.

Another concern of most teachers, which the principal stated, was that “the mother language” classes should be a long-term prospect. Based on the literature I have reviewed (Noels, Kimberly, Pelletier, Luc, Clement, Richard & Robert, 2003; Thomas & Collier, 2002), I agree that, if the government wants the students to learn different languages, these programs must last longer than a few weeks. However, from another perspective, there are key concerns, such as the immigrants’ low education levels, that need to be addressed. Even if the parent-teachers received training and were certified to teach their mother languages, they are still not “formal” teachers.

I believe that this research will be helpful for educators and policymakers in Taiwan to develop appropriate curriculum for teachers of new immigrant students. Also, the new policies for the family situation are crucial because crises occur not only in the families of new immigrant students, but also among Taiwanese families. Although the government has different policies for children’s education, the policymakers need to figure out how to cooperate with teachers in a more efficient way. I hope this chapter has shed some light on how teachers can assist students to feel more comfortable in a new cultural environment, and that policymakers will consider the different conditions of the various types of families living in Taiwan when making policy decisions.

## CHAPTER 5. DISCUSSION OF FINDINGS

In Chapter 4, the results revealed the homeroom teachers', English teachers', and parent-teachers' perspectives and experiences regarding multicultural and multilingual education in public elementary schools in Taiwan. In this chapter, I will discuss how these findings helped me to answer the research questions from Chapter 2 and apply U.S.-based multicultural and multilingual educational theories to the situation in Taiwan. The research questions posed by this study are as follows:

1. What are the teachers and parent-teachers' perspectives of students who are learning multiple languages at the same time?
2. What are the teachers' perspectives of new immigrant children and Taiwanese children who are English learners?
3. What pedagogical practices do the English elementary school teachers use with new immigrant students and Taiwanese children who are multilingual learners in the public schools in Taiwan?

Unfortunately, multilingual and multicultural education research is limited in Taiwan. For this reason, I applied multicultural and multilingual education theories from the U.S. to the situation in Taiwan. Nevertheless, given that the background and development of multicultural and multilingual education in the U.S. is different from Taiwan due to different geopolitical and socio-historical contexts (Huang, 2001), there would be some limitations in applying U.S.-based multicultural and multilingual theories to the Taiwanese context. This chapter includes the main findings and analysis as well as discussion of those findings and analyses with regard to the literature about family

education, school education, and societal education concerns, about the education policy impacts on teachers, new immigrants, and new immigrant children, and about the new immigrant students' academic learning and English learning achievement in Taiwan.

### **Summary of the major findings and analyses**

Research question one was answered primarily by the teachers in Chapter 4.

The teachers in this study have different perspectives of students who are learning multiple languages at the same time. Most teachers did not see any negative impacts and, in fact, indicated there are advantages to learning multiple languages at the same time. For example, the students will be more competitive for their future jobs. However, there are some disadvantages, such as the students' Chinese or Taiwanese pronunciation is non-standard. For example, the English teacher, Stacy, pointed out that the students have not learned Mandarin Chinese very well yet, and now they have to learn other languages. On the other hand, two teachers, Steve and Peggy, claimed that there is no impact on the students who learn multiple languages.

Research question two was answered by the English teacher, Stacy, who mentioned that she did not know all of the students' family backgrounds, but she did note that some of the new immigrant children, especially those whose mothers are from China, have higher English learning achievement than many Taiwanese students.

Research question three was answered by the English teacher's responses and the class observations. The teacher uses the same English teaching pedagogies with new immigrant and Taiwanese children, and so there is no difference between these two groups of students. She uses different activities with different grades but not with students from different family backgrounds. Total Physical Response, the Audio-Lingual



Method, and the Natural Approach (Richards & Rodgers, 2014) are all applied in Stacy's English classroom.

In the next section, I will discuss the findings and analyses of the research and reflect on the literature that I have reviewed.

### **In-depth discussion of findings and analyses**

#### ***Academic learning achievement and English learning achievement***

The research in Taiwan has shown that the new immigrant children's English learning achievement is lower than Taiwanese students (Chen, Chiang, & Huang, 2004; H. C., Chen, 2004; Hsieh, Wu, Weng, Yang, & Zhang, 2003; Huang et al., 2004; Ke, 2004; Liu, & Wu, 2004;). However, the English teacher, Stacy, pointed out that some of her new immigrant students have higher English learning achievement than their Taiwanese peers.

The various factors that intervene in the teaching and learning of another language were revealed in the literature and research (Cummins, 1981; Cummins & Swain, 1986; Martinez, 2006; Menyuk & Brisk, 2005; Valdés, 1999, 2001). The factors impacting new immigrant children's English language achievement in public schools include peer relationships, remedial instruction, social capital in the family, parents' socioeconomic status, parents' educational level, parents' involvement, concerns, and expectations, and students' anxiety, attitude, or motivation towards English learning in general (Guan, 2007; X. M. Hsu, 2013; M. Y. Hu, 2010; Y. N. Hung, 2011; C. H. Liao, 2008; S. C. Liao, 2011; H. M. Lin, 2008; H. J. Lu, 2010; Y. H. Tsai, 2012; T. J. Yang, 2011; W.C. Yang, 2012; Y. Y. Yang, 2010; C. L. Wu, 2010). Several researchers have indicated that factors

such as culture, socioeconomic status, English learning attitude or motivation, previous learning experiences, bilingualism, English language proficiency level, and home language have an impact on immigrant students' English learning and their adaptation to and success in Taiwanese schools (Cummins, 1981; Cummins & Swain, 1986; Gonzalez, 2001; Moll et al., 1992; Valdés, 1996, 2001; and Vasquez et al., 1994).

The participants in the study mentioned that after school programs, parents' involvement and expectations, and students' learning motivation, anxiety, and attitude are important factors for new immigrant children's academic learning. For instance, Zac and Peggy mentioned that the after school programs, Sunshine Classroom and Night Angel, are for the students who need extra academic help or need to stay late after school. Zac also mentioned one of the new immigrant students in his class is self-motivated and has high academic learning achievement. Zac said, "She is self-motivated to learn and wants to stay in the Night Angel program after school by herself" (personal communication, June 17, 2015).

Principal Sara talked about a Vietnamese mother who pays attention to her child's education. Although her child's learning achievement is at the top in her class, she is still stressed out because she is from Vietnam, and thus her child has a different family background from the other students. Sara said, "We have a new immigrant mother from Vietnam, and her family environment is not good. Her child's academic learning is quite good, but she has low self-confidence. I encouraged her to be the language teacher and introduced some other new immigrants to her [...] After six months, I can tell a difference. She looks so happy" (personal communication, March 4, 2015).

***Family education, school education, and societal education concerns***

Scholars have pointed out several concerns related to the family education, school education, and societal education of new immigrant families (Chan, 2009; C. J. Chen, 2007; K. M. Chen, 2005; W. Y. Chen, 2005; Y. H. Chen, 2005; Y. H. Chen, 2005; Z. S. Chen, 2007; K. Z. Chiang, 2005; K. Z. Chiang, 2006; W. T. Chiang, 2007; H. J. Ho, 2004; P. S. Ho, 2007; H. C. Hsia, 2000; M. L. Huang, 2004; Kuo, 2007; Y. L. Lin, 2007; H. C. Liu, 2004; H. Y. Liu, 2003; Y. W. Lo, 2004; Song, 2006; C. C. Tsai, 2005; M. C. Tsai, 2005; J. K. Tsai & Y. C. Huang, 2006; C. H. Wu, 2005; C. H. Wu, 2006; C. S. Wu, 2004; Y. Y. Wu, 2005; Yang, 2003; F. C. Zhang, 2005; Y. C. Zhang, 2008; D. H. Zhong, 2005; Z. F. Zhong, 2003 ; Zhou, 2008).

There are also concerns with the reform of education policy at the elementary level (Ministry of Education, 2013).

Kuo (2007) stated that new immigrant families generally have lower socioeconomic status and therefore fewer opportunities to visit museums or attend concerts for cultural stimulation. However, I saw May's family vacation photos and the cultural activities at school that she shares on Facebook. There are a number of multicultural activities at schools for students and parents to attend. Sara mentioned that "the new immigrants learn about different cultures, food, and clothes from each other by being the leaders in these activities" (personal communication, March 4, 2015).

As C.S. Wu (2004) indicated, the new immigrant children's mother languages, such as Vietnamese or Indonesian, could impede their language learning. He claimed that the disadvantages seem to outweigh the advantages. From the teachers' responses, some did not see any impact. However, three teachers – Zac, Yvonne, and Stacy – pointed out

there are noticeable effects, such as the students' Mandarin Chinese or Taiwanese pronunciation being non-standard. The English teacher, Stacy, also indicated that the students needed to improve their Mandarin Chinese first (as discussed in Chapter 4). Nevertheless, Cummins and Swain (1986) and Krashen (1996) emphasized that home language use and home language instruction in English teaching and learning are important for immigrant students in general.

H. J. Ho (2004), C. S. Wu (2004), Y. C. Zhang (2008), and D. H. Zhong (2005) pointed out that due to the immigrants' poor communication skills, low language proficiency, and low literacy proficiency in Mandarin Chinese, teachers and parents might have some difficulty communicating. However, all of the teachers claimed that they do not have this problem when they talk to the new immigrants. When I was conducting the interviews with the new immigrants, there were also no communication issues between us.

Z. S. Chen (2007) claimed that other students might make fun of new immigrant children due to their accents when they speak Mandarin Chinese. During the class observations, I never heard any students who had an accent when speaking Mandarin, nor did I see any students making fun of them.

C. H. Wu (2005) claimed that the new immigrants' family members, such as husbands or parents-in-law, would not allow the new immigrants to speak their home language with their children since these family members do not understand the language. This may result in a lack of language stimulation for the children. In Chapter 4, I mentioned that the new immigrant, Patty, emphasized this concern in the interview. She asserted that before becoming a Vietnamese language teacher, she was not allowed to

speak Vietnamese with her children. She believed that if they could speak it with her, then their Vietnamese would be better.

Chan (2009) and Y.Y. Wu. (2005) indicated that some new immigrant children have poor interpersonal relationships and are discriminated against by their peers. However, in the class observations and interviews, I did not see any evidence of this, and the teachers did not mention this concern. Steve even emphasized that this does not happen in his classroom: “For example, this girl (a new immigrant) is pretty and many students like her” (personal communication, June 17, 2015).

Some researchers have stated that new immigrant children’s learning achievement is lower than Taiwanese children because the new immigrant families often have lower income and cannot afford to pay for reference books and cram school (Y. H. Chen, 2005; K. Z. Chiang, 2005; W. T. Chiang, 2007; M. L. Huang, 2004; C. C. Tsai, 2005; Y. Y. Wu, 2005, and F. C. Zhang, 2005). However, in Chapter 4, the findings showed that some of the teachers had some new immigrant children in the top three of their classes. The statements contradicted the existing research. Moreover, the parent-teacher, May, mentioned that if students do not have money, then they are not able to be educated back home in Indonesia. I think the implication of what she said is “I have money. I am not from a poor family.” Furthermore, the education system in Indonesia is stricter than Taiwan; students have to get at least 60 out of 100 to pass their exams. Otherwise, they have to stay in the same grade for another year. In addition, the students have to take an entrance examination to go to middle school. May emphasized that they need to have money to be able to go to school.

W. Y. Chen (2005), K. Z. Chiang (2005), J. K. Tsai and Y. C. Huang (2006), and F. C. Zhang (2005) claimed that new immigrants from non-Chinese speaking countries have difficulties with helping with their children's subjects in Mandarin. Therefore, new immigrant children have difficulty learning the language. The parent-teachers pointed out that neither one of them spoke Taiwanese or Mandarin Chinese before immigrating to Taiwan. May said, "I didn't learn Chinese before coming to Taiwan. I used gestures to communicate with people" (personal communication, March 3, 2015). Patty learned Mandarin Chinese while she was waiting for the marriage certificate in Vietnam, but her instructor was Vietnamese, and Patty noted that he had an accent.

Chan (2009), C. J. Chen (2007), H. J. Ho (2004), and D. H. Zhong (2005) asserted that the new immigrant parents' opinions of education are different, and they often do not pay close attention to their children's education. In Chapter 4, I mentioned that Patty does pay attention to her children's education. However, she noted that she is not able to help her children with their homework because she does not understand the materials. Fortunately, she is able to send her children to cram school to learn math and English. In addition, she also stated that her husband does not pay much attention to their children's education.

K. Z. Chiang (2006), M. L. Huang (2004), and Yang (2003) claimed that it is more difficult for new immigrants to look for jobs than for Taiwanese and, as a result, they often have lower social economic status. May has noted that she traveled "a lot when I was in Indonesia. My family environment was good" (personal communication, March 3, 2015). Therefore, I do not think she is from a poor family. She also has a language

teaching certificate to be an Indonesian instructor at public schools in Taiwan. However, Patty has a job in a bakery in addition to teaching Vietnamese.

### ***Education Policy***

The purposes of the educational policies that I discussed in Chapter 2 are “justice” and “caring for marginalized groups.” The policies provide grants to assist new immigrant children with achieving or improving their situation. For this reason, most of the new education policies would consider the new immigrant children and other marginalized groups as the funding target (Chan, 2009; Ministry of Education, 2009). These education policies have tremendous impacts on teachers, new immigrants, and new immigrant children.

### ***Impacts on teachers***

In order to help marginalized students with their homework and to eliminate the learning achievement gap between them and other students, teachers have to stay after school to assist students. They receive extra payment for tutoring the students and visiting their families after school. Most teachers, however, are not familiar with the multicultural curriculum and have to attend teacher-training workshops to learn how to design and develop multicultural curriculum and activities for the new immigrant families and their children (Ministry of Education, 2013).

Teacher Steve and principal Sara both mentioned that the teachers’ willingness is often low because they do not want to do the extra work after school required by the Torch Program. Sara said, “Teachers said they do not want the money but want to have a break” (personal communication, March 4, 2015). She indicated that the teacher said,

“Why do I need to do this after school? I don’t want to do it. I don’t want the money! What can you do to me” (personal communication, March 4, 2015). Steve asserted that he did learn different cultures and languages from the activities, but Sara pointed out that it is too much work for most elementary school teachers. She also argued that teachers need to focus on their students, not these activities. She said, “It’s easy for the policy makers to inform the school to execute the policy, but it is not (easy) for us. We should focus on the students, not this work” (personal communication, March 4, 2015). She also suggested the government should offer language teacher training courses in the teachers’ education colleges or universities, not in elementary schools.

Sara said,

They should hire the teachers who have teaching certificates and know how to teach the languages. It’s not efficient to have few hours of teacher’s training. It’s too much work for elementary school teachers, and the result is not efficient. (personal communication, March 4, 2015)

In Chapter 4, the results showed that the parent-teacher, Patty, mentioned that there are 14 mother language sessions, twice a week. Normally, sessions are held once a week, but the school director told her that it takes too much time to have the language classes and he does not like it. So, he wants to get it over with.

### ***Impacts on new immigrants***

It is helpful for parents to have the tutoring program since some new immigrants are not able to teach their children due to their low Mandarin Chinese proficiency. There are grants for which new immigrant parents can apply to help pay the tuition fees. Moreover,



the new immigrants can improve their Mandarin Chinese proficiency in the Chinese classes, which would benefit communication with their family, especially with their children and their children's teachers (Ministry of Education, 2012).

The principal, Sara, talked with the new immigrants, visited their families, and encouraged them to attend workshops. As she indicated, "The purpose of the education policies and some activities was to 'sinicize' the new immigrants; the Ministry of Education wants them to know more about Taiwan. For example, they learn about the temples, Taiwanese food, and so forth" (personal communication, March 4, 2015). Sara suggested that "the Ministry of Education should not try to sinicize the new immigrants, but rather learn from them about the source of their cultures, foods, languages, and so on" (personal communication, March 4, 2015). She also pointed out that the new immigrants learned different cultures from different countries in these activities.

Sara proposed having teachers trained to enhance the new immigrants' self-confidence. For example, she teaches the new immigrants how to introduce the foods and cultures from their home countries. Although she is in Summer Elementary School, she is still teaching new immigrants at Bay Elementary School since the Immigrant Center for Learning is located there. The purposes of the center are to:

1. Strengthen new immigrants educational knowledge and ability to effectively operate family education and parenting education function.
2. Encourage new immigrants to participate in training and education activities, and the establishment of support networks that provide necessary assistance.

3. Establish an educational learning center and plan educational growth activities to enhance the quality of education for new immigrants.
4. Provide an accessible learning environment adaptable to the (Resource Sharing) basic life skills and the establishment of good interpersonal relationships.
5. Allocate educational resources to shorten the gap between education and culture.
6. Show respect for cultural diversity, integrate social resources to provide multiple learning pipelines, and help students learn and to enhance national competitiveness.

(Immigrant Center for Learning, <http://ticfl.tyc.edu.tw/newarrivals/>)

At the beginning stage of parent-teachers' training, it is not easy to convince the new immigrants to come to school due to the influence of their families who worry about the new immigrants going out. When principal Sara called them to come to school, they passed the phone to their mothers-in-law to get her permission to go to school.

Sara told me a story about the time she invited a new immigrant mother, who was originally from Indonesia, to make Indonesian food in the school. The mother cried and told Sara that her children do not want her to come to school because they would feel embarrassed that she is from Indonesia. She invited the new immigrant mothers to school to have different activities with the children and teachers. After one or two years, the Indonesian mother's child went back to Indonesia to visit the mother's family. He cried at the airport, exclaiming, "*Indonesia is also my home.*" The new immigrants enhanced their self-confidence after the teachers' training, and their families came to view them in a more positive way. For example, in Chapter 4, the findings showed that Patty was allowed to speak Vietnamese with her children after she became a Vietnamese teacher.

Patty felt that teaching Vietnamese helped her to preserve her own language and culture, and she appreciated this policy. Patty also mentioned that after being the language teacher, her family and family's friends think more highly of her than before.

### ***Impacts on new immigrant children***

The new immigrant children can learn more about different cultures, including foods, festivals, and clothing from different countries in the multicultural activities and the curriculum. Some students need to stay in tutoring programs after school, but there is no fee. Different educational policies offer different grants, and as these grants increase, so do the benefits to students. The tutoring program helps the new immigrant students and the ones who need academic assistance to increase the new immigrant students' learning achievement. However, in multicultural curriculum and activities, as well as in and out of class, the new immigrant children are typically labeled as marginalized groups (Ministry of Education, 2012).

Participants' interviews showed that the new immigrant families are negatively labeled by the Torch Program. Teacher Peggy mentioned that some of the new immigrant families need financial assistance. In addition, the students stay after school for extra academic help and have dinner in the "Sunshine Classroom" after school. In the interviews, Zac pointed out there is another program called "Night Angel" for students who need to stay late until 8:30 p.m. since the parents are not able to pick them up until that time. Parent-teacher Patty said that her children like to learn Vietnamese from her and share what they have learned with their peers. Principal Sara pointed out that after the new immigrants teach their mother languages and act as leaders in the multicultural

activities, their self-confidence improves as does their families' perspective of them. Their children are proud of their mothers for being leaders at school.

### ***The difficulties of education policy***

There are nine education policies that I discussed in Chapter 2. Some scholars (Hsu, 2006; M. L. Huang, 2004; Kuo, 2007; Tsai et al., 2004; C. S. Wu, 2004) pointed out several difficulties: Resources are not adequately incorporated, the education plan is not appropriate for new immigrant children, teachers are not willing to spend extra time after school, funding is insufficient to pay teachers a higher hourly rate, the communication between policy personnel and the teachers is restricted, and the teaching materials for implementing the education policy are limited.

The results from the interviews exposed many of these education policy difficulties. The parent-teachers May and Patty designed teaching materials by themselves. Teaching materials do exist, but they contain too much content for 14 sessions, and so the parent-teachers did not use them. The principal Sara and teacher Steve mentioned that the teachers complained about having too much work. Most wanted to have a break instead of receiving payment.

In the following section, I will apply culturally responsive teaching (CRT) (Gay, 2010; Ladson-Billings, 2009; Nieto, Bode, Kang, & Raible, 2008) as the theoretical framework to discuss the findings and analyses of this study. The number of the new immigrant children is increasing (9.9% in 2013 compared to 1.6% in 2004, Ministry of Education, 2014) from culturally diverse family backgrounds. Extensive research has been done with new immigrants regarding their nationality, ethnicity, cultural

background, languages, and other significant influences on new immigrant children's academic learning achievement (e.g., Guan, 2007; X. M. Hsu, 2013; M. Y. Hu, 2010; Y. N. Hung, 2011; C. H. Liao, 2008). One of the major challenges for teachers in public education is to address new immigrant students' learning needs because the teachers are inadequately prepared, lacking relevant content knowledge, experience, and training. Culturally responsive teaching can help address the inequality by closing the cultural gap between teachers and students because of insufficient preparation (Gay, 2010; Ladson-Billings, 2009) and the educators' limited abilities to choose effective instructional practices or materials (Orosco, 2010; Orosco & O'Connor, 2011).

According to Gay (2010C):

Culturally responsive teaching is the behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. It is contingent on . . . seeing cultural differences as assets; creating caring learning communities where culturally different individuals and heritages are valued; using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students; challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression; being change agents for social justice and academic equity; mediating power imbalances in classrooms based on race, culture, ethnicity, and class; and accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups. (p. 31)

Culturally responsive pedagogy includes the following key characteristics:

1. *Communicate high expectations.* Consistent messages— from the teacher and the whole school—emphasize that students will succeed based on genuine respect for others and a belief in their own capability.
2. *Use active teaching methods.* Design instruction that promotes engagement by requiring that students play an active role in crafting curriculum and developing learning activities.
3. *Facilitate learning.* Within an active teaching environment, the teacher’s role is one of guide, mediator, and knowledge consultant, as well as instructor.
4. *Have positive perspectives of the parents and families of culturally and linguistically diverse students and students with disabilities.* Teachers participate in ongoing dialogue with students, parents, and community members on important issues and include these individuals and issues in their classroom curriculum and activities.
5. *Demonstrate cultural sensitivity.* To maximize learning opportunities, teachers need to learn about the cultures represented in their classrooms and translate this knowledge into instructional practice.
6. *Reshape the curriculum.* A reshaped curriculum is responsive to students’ interests and backgrounds.
7. *Provide culturally mediated instruction.* Instruction is characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content.

8. *Promote student-controlled classroom discourse.* Students are given the opportunity to control some portion of the lesson. This allows teachers insight into the ways that speech and negotiation are used in a variety of home and community settings.
9. *Include small-group instruction and cooperative learning.* Instruction is organized around low-pressure, student controlled learning groups that can assist in the development of academic language (Education Alliance at Brown University, 2003; Gay, 2000; Hale, 2001; Ladson-Billings, 1994; Nichols, Rupley, & Webb-Johnson, 2000).

Table 9.

*Framework For Culturally Responsive Teaching*

Framework	Culturally responsive teachers
Wlodkowski and Ginsberg (1995) cited four motivational conditions that students and teachers continuously create.	<ol style="list-style-type: none"> <li>1. establish inclusion, creating learning atmospheres in which students and teachers feel respected by and connected to one another;</li> <li>2. develop attitudes, creating a favorable disposition toward the learning experience through personal relevance and choice;</li> <li>3. enhance meaning, creating challenging, thoughtful learning experiences that include student perspectives and values; and</li> <li>4. engender competence, creating an understanding that students are effective in learning something they value.</li> </ol>
Ladson-Billings (2001) identified three propositions relevant to culturally responsive teachers.	<ol style="list-style-type: none"> <li>1. focus on individual students' academic achievement (e.g., clear goals, multiple forms of assessment);</li> <li>2. have attained cultural competence and help in developing students' cultural competence; and</li> <li>3. develop a sense of sociopolitical consciousness.</li> </ol>
Gay (2002) identified five essential elements of culturally responsive teaching.	<ol style="list-style-type: none"> <li>1. develop a cultural diversity knowledge base;</li> <li>2. design culturally relevant curricula;</li> <li>3. demonstrate cultural caring, and build a learning community (Harriott &amp; Martin, 2004);</li> <li>4. establish cross-cultural communications (Harriott &amp; Martin, 2004); and</li> <li>5. establish congruity in classroom instruction.</li> </ol>
Villegas and Lucas (2002) identified six characteristics that define culturally responsive teachers.	<ol style="list-style-type: none"> <li>1. are socioculturally conscious, that is, recognize that there are multiple ways of perceiving reality and that these ways are influenced by one's location in the social order;</li> <li>2. have affirming views of students from CLD backgrounds, seeing resources for learning in all students rather than viewing differences as problems to overcome;</li> <li>3. see themselves as both responsible for and capable of bringing about educational change that will make schools responsive to all students;</li> <li>4. understand how learners construct knowledge and are capable of promoting learners' knowledge construction;</li> <li>5. know about the lives of their students; and;</li> <li>6. use their knowledge about students' lives to design instruction that builds on what they already know while stretching them beyond the familiar.</li> </ol>



I used Gay's (2002) important components of culturally responsive teaching in my study, and the following section demonstrates the discussion.

### **In-depth discussion of the findings and CRP**

#### ***Developing a knowledge base about cultural diversity***

From the teachers' and the principal's responses, it appears that most teachers are not prepared to teach the students from different cultural backgrounds, even though one purpose of the education policy is to enhance teachers' teaching quality and methods with multicultural perspectives. However, the teachers indicated that they prepared and designed activities and curriculums based on their individual understandings of multicultural education. Moreover, all of the teachers believed that it is important to have multicultural education in Taiwan. I also favor offering a multicultural education course as a required course for all preservice teachers in Taiwan. In addition, Gay (2001) stated that "The knowledge that teachers need to have about cultural diversity goes beyond mere awareness of, respect for, and general recognition of the fact that ethnic groups have different values or express similar values in various ways" (p.107). From the interviews' responses, it seems that the teachers care for and respect the new immigrant children and their families. Even though some teachers said that they do not pay attention to the new immigrant children, and they perceive that new immigrant children are the same as the other Taiwanese children, they still take care of those students who need help.

#### ***Including ethnic and cultural diversity content in the curriculum***

There are three kinds of curricula, and each of them offers different opportunities for teaching cultural diversity. The first entails *formal* plans approved by the policy and

educational systems of the government. These formal plans are the “standard” textbooks issued by national commissions, state departments of education, professional associations, and local school districts. Another instructional plan is called the *symbolic curriculum* (Gay, 1995), which includes images, symbols, icons, mottoes, awards, celebrations, and other artifacts that are used to teach students knowledge, skills, morals, and values. The third one is called the *societal curriculum* (Cortés, 1991, 1995, 2000) and draws from mass media such as television, newspapers, magazines, and movies to provide the knowledge, ideas, and impressions about ethnic groups (Gay, 2001).

In addition to attaining knowledge of cultural diversity, teachers also need to learn how to convert this knowledge into culturally responsive curriculum designs and instructional strategies. The teachers in the study mentioned some multicultural curricula that are integrated into the formal plans with different subjects such as math, social studies, and integrative activities. The principal Sara explained that the teachers design the multicultural curriculum themselves and develop the curriculum in Bay Elementary School, where I did my pilot study.

The decorations around the campus of Bay Elementary included examples of the symbolic curriculum. I took a lot of pictures of the school. There are different languages such as Thai and Indonesian on the stairs, different clothes and cultures from the aboriginal people of Taiwan and other countries on wall paintings, and different foods and customs on the walls of the classrooms. Images of diversity are everywhere at Bay Elementary School. In Four Lake Elementary School, there are English and Chinese sentences on the stairs. In addition, Stacy used different kinds visual aids in English to decorate her English classroom.

In my opinion, the societal curriculum is the most powerful of the three, since the students, like everyone else, receive much of their information from the mass media. The principal Sara pointed out that she is not used to hearing people call the new immigrants “wa le a (Taiwanese)” (外勞仔, which literally means the foreign workers). Most Taiwanese people have a negative impression of new immigrants and their families because they believe that the Taiwanese who married new immigrants paid a certain amount of money to “buy” their brides, when actually the money goes to a marriage agent; the new immigrants’ families only receive a small amount of money (about US\$650.00). However, I did not know this until I conducted the interviews with the participants and collected the documentation data. Furthermore, I noticed that there are now aboriginal Hakka, Vietnamese, Indonesian, and other programs on TV. In the past, there were none, but there are more and more in recent years.

### ***Demonstrating caring***

Creating a conducive classroom environment for ethnically diverse students is another critical component of preparation for culturally responsive teaching. As Gay (2001) explained:

They are not simply technical processes of applying any “best practices” to underachieving students of color, however. Much more is required. Teachers need to know how to use *cultural scaffolding* in teaching these students—that is, using their own cultures and experiences to expand their intellectual horizons and academic achievement. (p.109)

Demonstrating cultural sensitivity, building culturally responsive learning communities, and having high expectations of ethnically diverse students (Foster, 1997; Kleinfeld, 1974, 1975) are the *caring* concepts of a culturally responsive pedagogy. Gay (2001) asserted that culturally responsive caring also places “teachers in an ethical, emotional, and academic partnership with ethnically diverse students, a partnership that is anchored in respect, honor, integrity, resource sharing, and a deep belief in the possibility of transcendence” (p. 109).

The participants in my study expressed common thoughts regarding how to approach and work with new immigrant children and their families. For example, all of the teachers and the principal addressed the need to understand the new immigrant students’ family backgrounds and respect their cultures, customs, and beliefs. In addition, the purposes of the education policies are to improve new immigrant children’s learning achievement, enhance their self-identity, and help them adapt to school life. Furthermore, they can enhance the new immigrant parents’ education and help foster the relationships with their children, as well as enhance teachers’ teaching quality and methods with multicultural perspectives. The core of establishing these education policies is not only about the school, family and societal education concerns mentioned above. It is also about care.

### ***Establishing congruent communication processes***

Another component of preparing culturally responsive teaching is effective cross-cultural communication. How well teachers can communicate with the ethnically diverse students determines what they know, what they can do, and what they are capable of knowing and doing. Gay (2001) emphasized that, “multicultural communication

competency is an important goal and component of culturally responsive teaching” (p.112).

As teacher Zac explained, “If we distinguish the students in our mind, our views would be different. Children are sensitive, and they can feel the differences. S/he might think, “Hmmm... that’s weird. My teacher doesn’t like me that much” (personal communication, June 17, 2015). The principal Sara noted that some teachers still have a negative impression of the new immigrants, and the teachers call them “wa le a,” when teachers should learn to respect new immigrants. On the other hand, principal Sara invited the new immigrant mothers to train as language instructors, which includes respectful verbal and nonverbal communication. In addition, all of the teachers in the interview pointed out that they should respect the new immigrants, learn their cultures, and not look at them or their children in a negative way. In Stacy and May’s language classrooms, they both used a variety of activities to engage the students to use the target languages. Teachers use verbal and nonverbal communication to develop meaningful relationships with students and to recognize the differences, respond as listeners, and design instructional activities that reflect students’ needs, which are all critical to creating a productive classroom environment.

### ***Summary***

The in-depth discussion of the major findings and analyses represent the connection between this study and reviewed literature. However, it is important to note how this research fills a gap in the existing literature. The overarching purpose of this study was to investigate diversity and language learning in a public elementary school in Taiwan, a topic that has limited coverage in the literature. This research has contributed significant

information about how differences with regard to class, nationality, language, and gender can contribute to different perspectives in elementary schools in Taiwan.

This research provided space for a multicultural and multilingual education discussion that opens further research possibilities about this topic. Although the existing study has focused on new immigrant and Taiwanese children's academic learning achievement at the elementary level in Taiwan, it has not shed light on the details of important discourses, such as the positive impacts of enhancing and developing the teachers' and students' multicultural perspectives after the new immigrants come to Taiwan.

The existing literature has focused on how to help the new immigrants and their children by applying the education policies at the elementary level, whereas the feature of this research is to integrate multicultural education trends and practices. It is also important to consider the individual needs of students and teachers and to provide social justice, equity, and culturally responsive teaching and learning environments. Ladson-Billings (1994) outlined a culturally relevant pedagogy that:

uses student culture in order to maintain it and to transcend the negative effects of the dominant culture. The negative effects are brought about, for example, by not seeing one's history, culture, or background represented in the textbook or curriculum...culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. (pp. 17–18)

## **Conclusion**

In this chapter, I discussed the findings from the interviews and class observations related to current Taiwan multicultural and multilingual education and education policies regarding new immigrant families, which emerged from the data analysis of this study. I integrated cases situated in similar or different contexts and indicated the gaps between the literature and the results. I also applied the theories of U.S. multicultural and multilingual education to the Taiwan multicultural and multilingual phenomenon. I realize that there are more aspects worth researching regarding the teaching of this research in schools, which could have interesting results: listening to the interviews several times, reading and re-reading the transcriptions, reassessing the themes while recalling the participants' facial expressions, and pauses; examining my classroom observation notes, reviewing the literatures and reflecting on what I had seen around Four Lake Elementary School during and after analyzing the data. In the next and final chapter, several implications, limitations, and recommendations from this study are discussed.

## CHAPTER 6. IMPLICATIONS

### Summary of the study

In the previous chapters, I shared the story of my journey, as a relative of a new immigrant family, as a learner, as a teacher, and as an educator. This journey has led to my role as a researcher conducting the present study of the multicultural and multilingual education phenomenon of new immigrant students in Taiwanese elementary schools (Chapter 1). The primary purpose of this study was to explore the educational experience of the teachers and parent-teachers with their immigrant students, focusing specifically on language teaching. I examined the government education policies of current multicultural challenges in Taiwan, described the participants' experiences and perspectives while they were implementing multicultural and multilingual education and interacting with ethnically and racially diverse students, and applied the multicultural and multilingual education theories from Taiwan and the U.S. to enhance the analysis and interpretation of the data.

I have discussed the academic learning, English achievement, and multiple language learning experiences of new immigrants. An in-depth analysis of the literature revealed school education concerns, family education concerns, societal education concerns, and changes to the education policies in Taiwan (Chapter 2). The interpretive phenomenology as the methodological framework for my study has been discussed in Chapter 3; this framework allowed me to understand the participants' perspectives of multicultural and multilingual education in two public elementary schools in Taiwan. It also allowed me to document in-depth experiences and perspectives of the participants and enabled me to describe how these participants experience and make sense of multicultural phenomena



(Van Manen, 1990). To investigate several cases jointly (Merriam, 2002; Stake, 2005), I conducted a qualitative multiple case study with in-depth individual interviews, classroom observations, and education policy analysis. The research sites were two public elementary schools in Taiwan, with four homeroom teachers, one English teacher, and two parent-teachers comprising the main participants in this study. The focus of the interviews was on Taiwan elementary school teachers' experiences and perspectives with the purpose of discovering the perspectives they expressed concerning multicultural and multilingual education, as well as exploring how education policies were implemented in their schools and classrooms. I introduced the participants of my study and provided detailed portraits of them in Chapter 4.

In Chapter 5, I further discussed the findings of my study and how those findings helped me to answer my research questions and further analyze the reviewed literature with the findings from the interviews and classroom observations. I integrated, compared, and interpreted the participants' responses and discussed several multicultural concerns. From the participants' perspectives and experiences, I found that multicultural education in Taiwan has been contextualized with a focus on the negative and deficit perspectives of the new immigrants and their families. I also identified the teachers' conceptions of multicultural education: increasing cultural awareness and developing multicultural education courses for teacher preparation. Furthermore, several multicultural and academic learning concerns and themes were identified and interpreted. The findings and the discussions presented the principal's, teachers', and parent-teachers' experiences and perspectives of minority students, cultural diversity concerns, multicultural education in teachers' preparation, and the conflicts between education policies and school practices. I

utilized Gay's (2002) cultural responsive teaching framework to examine the data, which revealed the need for teachers to expand their perspectives of multicultural education and ethnically diverse students in Taiwan.

### **Limitations**

The teachers I interviewed, with the exception of Steve, did not have any experience with the Torch program, which introduces various mother languages such Vietnamese or Indonesian. I was going to interview other teachers who had Torch program experiences. However, it was difficult to obtain their permission, and they seemed unwilling to agree to classroom observations for a specified period of time. That is the main reason I had to find another school in which to conduct the study. I was only able to observe the Indonesian language classroom three or four times but did not have any opportunities to observe the other mother language classrooms. Most of the observations were in the English classroom at Four Lake Elementary but not in the other classrooms or with other teachers or staff due to their schedules and willingness.

Another limitation is that I only included teachers, parent-teachers, and principal, but not students, as the participants in this study. I tried to obtain parents' permission to do a survey with their children and to conduct interviews with the parents in the pilot study, but most of them would not agree to sign the consent form. However, the students' voices cannot be neglected, as they are the targets of the education policies. Therefore, I suggest that researchers include students in future studies.

Translation and interpretation are other limitations of this study. I collected and transcribed that data in Chinese and then translated it to English. Although I tried to keep the original meanings and minimize any translation gaps between the two languages,

there are still some losses in accuracy. For example, the meaning of “wa le a (new immigrant)” (see Chapter 5) has negative implications in Taiwanese but not in English. The teacher, Yvonne, provided an example of non-standard pronunciation in Taiwanese, but I was not able to translate that example into English.

The length of the study is another one of its limitations. I spent about two months conducting the individual interviews and classroom observations with the participants. However, I was unable to conduct follow up interviews when I analyzed the data since the IRB approval had closed by that time. I believe a longer-term study is necessary for finding more detailed results.

This study has several important implications for research and practice, especially for those in teacher education. In the following section, these implications will be presented and discussed in detail.

### **Implications for school practice and teacher’s education**

Multiculturalism has been invoked in school activities, teacher-training workshops, and educational policies, but the teachers in this study remain largely unaware of multicultural and multilingual education in Taiwan. The Ministry of Education established policies (2003 – 2012) for what they term “marginalized groups” and implemented them in public elementary schools.

Gay (2013) argued that:

The education of racially, ethnically, and culturally diverse students should connect in-school learning to out-of-school living, promote educational equity and excellence, create a sense of community among individuals from different cultural,

social, and ethnic backgrounds, and develop students' agency, efficacy, and empowerment. (p.49)

The extensive research that I reviewed in Chapter 2 was concerned with new immigrant children's academic learning achievement (C. S. Chen, 2003; Coleman, 1990; M. Y. Hsieh, 2002; C. C. Huang, 2006; C. F. Huang, 1993; Y. L. Li, 2001; B. K. Lin, 1989; C. P. Lin, 2003; W. Y. Lin, 2002; H. Y. Liu, 2003; W. L. Lo, 2001; H. F. Su, 2005; C. W. Su, 1976, 1998; H. L. Tsao, 2001; T. C. Zhou, 1993). However, all of the above studies employed quantitative research; consequently, teachers' experiences and perspectives of new immigrant students' education were not explored, especially in the rural area in central Taiwan. Therefore, I conducted a qualitative study with interviews and classroom observations with a principal, teachers, and mother language parent-teachers. As a result, some findings of this study conflict with the existing literature coming out of Taiwan.

This conflict indicates that conducting in-depth interviews with teachers to investigate their voices is critical. When exploring their experiences and perspectives, I learned how these teachers implemented educational policies into school practice (Figure 2) and how they perceived these policies. I hope this study can contribute to the theoretical literature examining teachers' experiences with ethnically and racially diverse students from multiple perspectives.



*Figure 2.* Relationships between education policies, school practices, and teachers' voices.

The implications of the required multicultural education course for teacher preparation arose from the participants' responses. It is necessary for teacher education programs to develop preservice teachers' knowledge and skills to better interact with students from culturally diverse backgrounds and to include courses that better address multicultural education in the increasingly multicultural society of Taiwan. Even though the teachers mentioned some subjects that had incorporated multicultural education in recent years, most teachers were unfamiliar with the implementation of multicultural education and had concerns due to their lack of information and knowledge regarding the subject. As a result, it is difficult for them to develop the appropriate curricula and implement multicultural education in their classrooms. At present, there are no multicultural education curriculum development guidelines or information in teacher

education programs or courses in Taiwan. There is also no platform for teachers to share their experiences with implementing multicultural education. Another struggle of the participants is their cultural awareness, especially when developing and implementing activities. A multicultural education course will serve to enhance that awareness.

Moreover, I found that the policies separate the children of international marriages into one group, while another marginalized group includes children of single-parents as well as those who live with their grandparents or come from low income households. One of the teachers in this study and the principal both indicated we should not single out the children of international marriages. Therefore, it is necessary to conduct further studies to gain a deeper understanding of the new immigrant families lived histories.

Many teachers in Taiwan are unprepared to teach new immigrant students. Yet, culturally responsive pedagogy is effective and well worth the time and effort. Teachers need to develop the strategies to meet the needs of students from diverse cultural and social groups. Moreover, schools must incorporate the principles of multicultural education to acknowledge an increasingly diverse society. When the teachers implement these practices in their classrooms, they have to make connections to students' cultures, languages, and experiences to improve their academic achievement while still preserving their cultural and linguistic heritage. "Academic success and cultural identity can and must be simultaneously achieved, not presented as dichotomous choices" (Klingner et al., 2005, p. 23). Several researchers support the idea that preservice teachers' preparation needs to strengthen content knowledge and address how to deal with an array of issues beyond language learning (Athanasēs & de Oliveira, 2008; de Oliveira & Athanasēs,

2007; Phillion et al., 2008; Villegas & Lucas, 2002; and Valdés, 2001). To that end, I offer the following suggestions:

1. To be more culturally responsive, from education programs, teachers need to acquire the knowledge, disposition, and skills to effectively teach students from different family backgrounds.
2. In addition, the professors in these programs need to be culturally competent and knowledgeable about culturally responsive pedagogy to effectively prepare teachers and principals to address the needs of new immigrant students.
3. Ongoing professional development is necessary in all schools to improve teachers' cultural competence.

Consequently, teacher education programs must provide multicultural education courses. This implication of the present study will help educators to rethink and enrich the program development of multicultural courses for preservice teachers to provide better global understanding of multicultural issues in Taiwanese classrooms and society as a whole.

Another implication is the mother language learning plan. Most teachers hold positive views of multilingual education, especially the principal and the parent-teachers. However, consistency and continuity are limitations of the short-term language learning plan. The mother language policy has had a positive impact on parent-teachers and new immigrant children, as discussed in Chapter 5. However, a long-term language plan is needed to obtain proficiency in a target language. The Ministry of Education established a new education plan and will implement it from the 1<sup>st</sup> to 12<sup>th</sup> grades in Taiwanese public schools beginning in 2018. The Ministry of Education also has a long-term plan

that focuses on the mother language learning of the new immigrant children. The multi-language learning environment and cross-cultural background provide the new immigrant children, and indeed all students, with international perspectives that can enhance their competitiveness in the future. For this reason, the Ministry of Education created programs for the new immigrants' mother languages as part of the 12-year curriculum to enhance the competitiveness of the entire country.

The language syllabus of the mother language long-term plan lists Chinese, local languages (i.e., Taiwanese, Minan, and Hakka), new immigrant languages, English, and a second foreign language under the "language" subject heading. The new immigrant languages mainly target Southeast Asian languages like Vietnamese. Elementary students are required to take either the local language or new immigrants' languages. The secondary school will list the new immigrant languages as an elective subject that will be offered in accordance with the students' needs. The number of mother language classes in the elementary public schools is 3,338, and they will need 2,664 teachers in 2018. The Ministry of Education will work with the National Taipei University of Education to develop the new immigrant language teaching materials, to offer the new immigrants language teaching training and teaching certificates, and to encourage new immigrants to attend the language teaching training classes.

In the present study, I applied multicultural and multilingual education theories to analyze the interviews and observations. I have recognized that the literature about multicultural and multilingual education in Taiwan is limited. For this reason, I used well-developed U.S. multicultural and multilingual education theories to analyze and



interpret the data to gain a better understanding of multicultural and multilingual education in Taiwan and to counter the limitations of previous studies.

In addition, I explored the limitations of the education policies and teacher preparation through the culturally responsive teaching lens. From the participants' needs and voices, I found a number of difficulties emerge when implementing the policies.

Although the study was conducted in Taiwan, it included parent-teachers from different countries and discussed multicultural and multilingual concerns from local and global perspectives. It is not only essential for teachers and students to build a global understanding among the dominant and minority cultures in the classroom but also for multicultural theorists and educators to become more aware of the significance of multicultural problems and to promote the understanding of multicultural education in an era of worldwide immigration and globalization.

### **Recommendations for future research**

I have other suggestions for future research. Before conducting the study, my perspectives of new immigrants and their children were shaped largely by the mass media. At the beginning of this study, my assumptions were formed by reading the newspaper, research studies, and government policy documents. However, the teachers' experiences and perspectives were often contrary to the existing literature. After the teachers shared their experiences and perspectives and I interviewed the principal and parent-teachers, my prejudices and stereotypes were undone. Therefore, I would like to emphasize the importance of social representations in mass media. My perspectives, thoughts, values, and views are different than from the beginning of the study. Moreover, most people in Taiwan have negative opinions, stereotypes, or prejudice against the new

immigrants and their families in Taiwan due to the lack of many studies done on multicultural education to eliminate the negative thoughts and discrimination. Thus, I would like to suggest that future research should conduct in-depth qualitative research to include the different voices, perspectives, and experiences for creating a complex discourse for accommodating the diverse society in Taiwan. As addressed above, all studies of multicultural education are quantitative research. Future research can use both quantitative and qualitative methodology to have a deeper understanding of multicultural education. Multicultural education has become a significant educational issue in many countries. Yet, there is not much research related to multicultural education, leaving many new research themes and conceptions for future research to discover. I am planning to conduct a comparative international study of multicultural education practices in another country with my colleague. I hope that other future research would include more international research to cover the global issues in multicultural education.

In conclusion, I have found that the research on multicultural/multilingual education in Taiwan focuses mainly on ethnicity and the perceived deficits of new immigrants and their families, but it lacks any discussion of other multicultural issues such as gender, sexual orientation, socioeconomics, and inequality. The government policy led to this phenomenon prior to the implementation of the policies into school practices.

Multicultural education was developed by the Ministry of Education, but the government did not negotiate with teachers, students, or parents. Thus, I argue that multicultural education in Taiwan needs to address more diverse discourses. In addition, a culturally and linguistically responsive curriculum with diverse students in mind is

significantly important, not only for pre-service and in-service teachers, but also for students and their parents, especially the new immigrant families.

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## APPENDIX A: INTERVIEW PROTOCOL

### General Information on Participants

1. Gender
2. Age
3. Educational background
4. Teaching experience
5. Teaching experience related to multicultural education

### INTERVIEW QUESTIONS:

1. When you hear the terms, “multicultural education,” “multiculturalism,” or “cultural diversity,” what comes to your mind? How do you define them?
2. Do you think that multicultural education is necessary in the Taiwan context, in your school context, or in your class? If yes, why do think so? If no, why not?
3. What are your experiences regarding multicultural conditions?
4. How do your students differ in terms of nationality and culture?
5. When you know your student is from another culture or nationality, will you pay more attention on him/her? Why or why not?
6. When you communicate with their parents, are there any difficulties?
7. Do you think culture and nationality relate to your teaching in your classroom?
8. Have you ever experienced students behaving or acting differently because of their culture and national background?
9. If yes, can you provide details? Or what happened in that case?
10. How did you overcome the situations?
11. Do you think that multicultural education is an important issue at school?

12. Were you aware of cultural difference in schools before you began teaching or during teaching?
  13. Do you think what teachers should deal with cultural and national differences?
  14. What do other teachers, parents, and students think of the policies, financial aid, and attention focused on ethnically and racially diverse children and their families?
- What is your hope for multicultural education in Taiwan?

## **APPENDIX B: PRINCIPAL CONSENT FORM**

Multilingual Education and educational policy for new immigrant children in Taiwan  
public elementary school: Teachers' perspectives and experiences

Dr. JoAnn Phillion & Chien-Yu Wu

Purdue University

Department of Curriculum and Instruction, Curriculum Studies

Purpose of Research:

The researcher wanted to investigate:

The language teachers' experience and perspectives of the new immigrant students and general Taiwanese students multilingual learning.

Specific Procedures:

I will have interviews with you about thirty minutes to one hour. We might have more than one interview. Before the interview, I will explain what we are going to do for the interview and also explain the principal consent form and let you sign the consent form. When I am conducting the interview, I will use a video recorder to record our conversation and I am the only person to listen to the conversation and the files will be confidential. After the research is done, I will delete the files.

Duration of Participation: The duration is expected from 2015 to 2016.

Risks:

All research carries risk. The standard for minimal risk is that which is found in everyday life. The research is to understand your administrator experience in school. If you do experience stress, you may temporarily discontinue your participation, or withdraw your participation in its entirety from the study. The research also carries the risk of breach of confidentiality; however, safeguards are put in place (see the confidentiality section).

Benefits: There are no direct benefits to the participant. But, the research might have potential to help new immigrant family.

Compensation:

You will not be compensated for your time in this study.

Confidentiality:

The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. All data will be stored in a locked file cabinet in the locked office; only those on the research project will have access to the data (except as noted above). Data will be kept for three years and then securely destroyed. Your name may be used for the future research projects but it will be anonymous. I'll transcribe the video records and will destroy them after 3 years.

\_\_\_\_\_  
Parent initials

\_\_\_\_\_  
date

Voluntary Nature of Participation:

You do not have to participate in this research project. If you agree to participate, you can withdraw participation at any time.

Contact Information:

If you have any questions about this research project, you can contact ChienYu Wu at 0972319989 or Email: [wu165@purdue.edu](mailto:wu165@purdue.edu) or JoAnn Phillion, Professor of Curriculum Studies, (765) 494-2352 or E-mail: [phillion@purdue.edu](mailto:phillion@purdue.edu). If you have concerns about the treatment of research participants, you can contact the Institutional Review Board at Purdue University, Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-2114. The phone number for the Board is (765) 494-5942. The email address is [irb@purdue.edu](mailto:irb@purdue.edu).



## APPENDIX C: PRINCIPAL CONSENT FORM (CHINESE VERSION)

校長同意書

台灣多元語言教育及其新移民子女教育問題

Multilingual Education and educational policy for new immigrant children in Taiwan  
public elementary schools: Teachers' perspectives and experiences

Dr. JoAnn Phillion & Chien Yu Wu

普渡大學 (Purdue University)

課程與教學，課程研究

研究目的：

研究人員希望調查：

新住民學童和台灣學童的多國語言學習之校長觀點

具體程序：

我會與您面談約 20 分鐘至 1 小時。訪談可能一次或多次，訪談過程進行中，我會錄下我們的談話，我是唯一會聽到訪談內容的人，而且錄音將被保密。研究完成後，我會刪除所有的錄音檔案。

我會在學校的教室做教室觀察。

參與時間：預計從 2015 年到 2016 年。訪談時間為 20 分鐘至 1 小時，訪談次數有可能為 1 次或更多次。

風險：

在這項研究中的參與者會有很低的潛在風險。研究人員會問您一些有關您在台灣生活的經驗，您學生的教育問題。如果您有壓力，您可以暫時停止或退出參與此研究。此外，您或您的學生可能會在觀察中會產生壓力。如果您或您的學生有壓力時，觀察活動將會終止。在保密信息中，還是會有一些風險，但是相關的保密措施會落實到位（見保密信息一節）。本研究相關的風險是最小的，風險不會大於日常活動。

優點：

對於參與者沒有直接的好處，但此研究有幫助新住民家庭。

金錢上的酬勞：

你在這項研究中不會得到任何的金錢上的酬勞。

保密性：

普渡大學 (Purdue University) 負責管理和研究的監督部門進行審查，該項目的研究記錄。所有的數據將被存儲在一個上鎖的文件櫃鎖的辦公室中。研究項目將有機會獲得的數據（除了上面提到的）。資料將被保存三年，然後安全地銷毀。你的名字有可能會被使用在未來研究報告，但會是匿名的。我會把錄音檔轉成文字檔，文字檔會在 3 年後銷毀。

自願參加的性質：

您不需要參與此研究。如果您同意參加，您可以在任何時候退出此研究，而且不會有任何的懲罰。

聯繫方式：

如果您有對此研究有任何疑問，您可以聯繫吳芊諭 0972319989, wu165@purdue.edu 或者 JoAnn Phillion 教授,電話 (765) 494-2352 或者是電子郵件:phillion@purdue.edu。如果你有任何問題，你可以聯絡在美國普渡大學西拉法葉,地址為 Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-2114. 電話: (765) 494-5942. 電子郵箱 [irb@purdue.edu](mailto:irb@purdue.edu).

知情同意本文件：

我有機會閱讀此同意書，並有人跟我解釋此研究。我有機會提問研究的相關問題，有人也已經回答了我的問題。我準備讓我的孩子參加上述項目的研究。我會收到一份本同意書後簽名。

---

校長簽名/日期

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研究員的簽名/日期

## APPENDIX D: TEACHERS CONSENT FORM

Multilingual Education and educational policy for new immigrant children in Taiwan  
public elementary school: Teachers' perspectives and experiences

Dr. JoAnn Phillion & Chien-Yu Wu

Purdue University

Department of Curriculum and Instruction, Curriculum Studies

Purpose of Research:

The researcher wanted to investigate:

The language teachers' experience and perspectives of the new immigrant students and general Taiwanese students multilingual learning.

Specific Procedures:

I will have interviews with you about thirty minutes to one hour. We might have more than one interview. Before the interview, I will explain what we are going to do for the interview and also explain the teachers consent form and let you sign the consent form. When I am conducting the interview, I will use a video recorder to record our conversation and I am the only person to listen to the conversation and the files will be confidential. After the research is done, I will delete the files. I will do the observation in your classrooms.

Duration of Participation: The duration is expected from 2015 to 2016. The interview and observation period will be forty minutes for one class. I will observe the teachers all day from 7:20 am to 4:20 pm.

Risks:

All research carries risk. The standard for minimal risk is that which is found in everyday life. The research is to understand your teaching experience in school. If you do experience stress, you may temporarily discontinue your participation, or withdraw your participation in its entirety from the study. The research also carries the risk of breach of confidentiality; however, safeguards are put in place (see the confidentiality section).



Benefits: There are no direct benefits to the participant. But, the research might have potential to help new immigrant family.

Compensation:

You will not be compensated for your time in this study.

Confidentiality:

The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. All data will be stored in a locked file cabinet in the locked office; only those on the research project will have access to the data (except as noted above). Data will be kept for three years and then securely destroyed. Your name may be used for the future research projects but it will be anonymous. I'll transcribe the video records and will destroy them after 3 years.

\_\_\_\_\_  
Parent initials

\_\_\_\_\_  
date

Voluntary Nature of Participation:

You do not have to participate in this research project. If you agree to participate, you can withdraw participation at any time.

Contact Information:

If you have any questions about this research project, you can contact ChienYu Wu at 0972319989 or Email: [wu165@purdue.edu](mailto:wu165@purdue.edu) or JoAnn Phillion, Professor of Curriculum Studies, (765) 494-2352 or E-mail: [phillion@purdue.edu](mailto:phillion@purdue.edu). If you have concerns about the treatment of research participants, you can contact the Institutional Review Board at Purdue University, Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-2114. The phone number for the Board is (765) 494-5942. The email address is [irb@purdue.edu](mailto:irb@purdue.edu).

Documentation of Informed Consent:

I have had the opportunity to read this consent form and have the research study explained. I have had the opportunity to ask questions about the research project and my questions have been answered. I am prepared to allow my child to participate in the research project described above. I will receive a copy of this consent form after I sign it.

---

Teacher's Signature

---

Date

Teacher's name \_\_\_\_\_

---

Researcher's Signature

---

Date

## **APPENDIX E: PARENT-TEACHERS CONSENT FORM**

Multilingual Education and educational policy for new immigrant children in Taiwan  
public elementary school: Teachers' perspectives and experiences

Dr. JoAnn Phillion & Chien-Yu Wu

Purdue University

Department of Curriculum and Instruction,  
Curriculum Studies

Purpose of Research:

The researcher wanted to investigate:

The language teachers' experience and perspectives of the new immigrant students and general Taiwanese students multilingual learning.

Specific Procedures :

I will have interviews with you about thirty minutes to one hour. We might have more than one interview. Before the interview, I will explain what we are going to do for the interview and also explain the teachers consent form and let you sign the consent form. When I am conducting the interview, I will use a video recorder to record our conversation and I am the only person to listen to the conversation and the files will be confidential. After the research is done, I will delete the files. I will do the observation in your classrooms.

Duration of Participation : The duration is expected from 2015 to 2016. The interview and observation period will be forty minutes for one class. I will observe the teachers all day from 7:20 am to 4:20 pm.

Risks:

All research carries risk. The standard for minimal risk is that which is found in everyday life. The research is to understand your teaching experience in school. If you do experience stress, you may temporarily discontinue your participation, or withdraw your participation in its

entirety from the study. The research also carries the risk of breach of confidentiality; however, safeguards are put in place (see the confidentiality section).

Benefits: There are no direct benefits to the participant. But, the research might have potential to help new immigrant family.

Compensation:

You will not be compensated for your time in this study.

Confidentiality:

The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. All data will be stored in a locked file cabinet in the locked office; only those on the research project will have access to the data (except as noted above). Data will be kept for three years and then securely destroyed. Your name may be used for the future research projects but it will be anonymous. I'll transcribe the video records and will destroy them after 3 years.

\_\_\_\_\_  
Parent initials

\_\_\_\_\_  
date

Voluntary Nature of Participation:

You do not have to participate in this research project. If you agree to participate, you can withdraw participation at any time.

Contact Information:

If you have any questions about this research project, you can contact ChienYu Wu at 0972319989 or Email: [wu165@purdue.edu](mailto:wu165@purdue.edu) or JoAnn Phillion, Professor of Curriculum Studies, (765) 494-2352 or E-mail: [phillion@purdue.edu](mailto:phillion@purdue.edu). If you have concerns about the treatment of research participants, you can contact the Institutional Review Board at Purdue University, Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-

2114. The phone number for the Board is (765) 494-5942. The email address is [irb@purdue.edu](mailto:irb@purdue.edu).

Documentation of Informed Consent:

I have had the opportunity to read this consent form and have the research study explained. I have had the opportunity to ask questions about the research project and my questions have been answered. I am prepared to allow my child to participate in the research project described above. I will receive a copy of this consent form after I sign it.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's name

\_\_\_\_\_  
Researcher's Signature

\_\_\_\_\_  
Date

## APPENDIX F: PARENT-TEACHER CONSENT FORM (CHINESE VERSION)

家長教師同意書

台灣多元語言教育及其新移民子女教育問題

Multilingual Education and educational policy for new immigrant children in Taiwan  
public elementary schools: Teachers' perspectives and experiences

Dr. JoAnn Phillion & Chien Yu Wu

普渡大學 (Purdue University)

課程與教學，課程研究

研究目的：

研究人員希望調查：

新住民學童和台灣學童的多國語言學習之教師觀點

具體程序：

我會與您面談約 20 分鐘至 1 小時。訪談可能一次或多次，訪談過程進行中，我會錄下我們的談話，我是唯一會聽到訪談內容的人，而且錄音將被保密。研究完成後，我會刪除所有的錄音檔案。

我會在您的教室做教室觀察。

參與時間：預計從 2015 年到 2016 年。訪談時間為 20 分鐘至 1 小時，訪談次數有可能為 1 次或更多次。

風險：

在這項研究中的參與者會有很低的潛在風險。研究人員會問您一些有關您在台灣生活的經驗，您學生的教育問題。如果您有壓力，您可以暫時停止或退出參與此研究。此外，您或您的學生可能會在觀察中會產生壓力。如果您或您的學生有壓力時，觀察活動將會終止。在保密信息中，還是會有一些風險，但是相關的保密措施會落實到位（見保密信息一節）。本研究相關的風險是最小的，風險不會大於日常活動。

優點：

對於參與者沒有直接的好處，但此研究有幫助新住民家庭。

金錢上的酬勞：

你在這項研究中不會得到任何的金錢上的酬勞。

保密性：

普渡大學 (Purdue University) 負責管理和研究的監督部門進行審查，該項目的研究記錄。所有的數據將被存儲在一個上鎖的文件櫃鎖的辦公室中。研究項目將有機會獲得的數據（除了上面提到的）。資料將被保存三年，然後安全地銷毀。你的名字有可能會被使用在未來研究報告，但會是匿名的。我會把錄音檔轉成文字檔，文字檔會在 3 年後銷毀。

自願參加的性質：

您不需要參與此研究。如果您同意參加，您可以在任何時候退出此研究，而且不會有任何的懲罰。

聯繫方式：

如果您有對此研究有任何疑問，你可以聯繫吳芊諭 0972319989, [wu165@purdue.edu](mailto:wu165@purdue.edu) 或者 JoAnn Phillion 教授,電話 (765) 494-2352 或者是電子郵件:[phillion@purdue.edu](mailto:phillion@purdue.edu)。如果你有任何問題，你可以聯絡在美國普渡大學西拉法葉,地址為 Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-2114. 電話: (765) 494-5942. 電子郵件 [irb@purdue.edu](mailto:irb@purdue.edu).

知情同意本文件：

我有機會閱讀此同意書，並有人跟我解釋此研究。我有機會提問研究的相關問題，有人也已經回答了我的問題。我準備讓我的孩子參加上述項目的研究。我會收到一份本同意書後簽名。

---

教師簽名/日期

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研究員的簽名/日期

## APPENDIX G: PARENT-TEACHER CONSENT FORM (CHINESE VERSION)

家長教師同意書

台灣多元語言教育及其新移民子女教育問題

Multilingual Education and educational policy for new immigrant children in Taiwan  
public elementary schools: Teachers' perspectives and experiences

Dr. JoAnn Phillion&ChienYu Wu

普渡大學 (Purdue University)

課程與教學，課程研究

研究目的：

研究人員希望調查：

新住民學童和台灣學童的多國語言學習之教師觀點

具體程序：

我會與您面談約 20 分鐘至 1 小時。訪談可能一次或多次，訪談過程進行中，我會錄下我們的談話，我是唯一會聽到訪談內容的人，而且錄音將被保密。研究完成後，我會刪除所有的錄音檔案。

我會在您的教室做教室觀察。

參與時間：預計從 2015 年到 2016 年。訪談時間為 20 分鐘至 1 小時，訪談次數有可能為 1 次或更多次。

風險：

在這項研究中的參與者會有很低的潛在風險。研究人員會問您一些有關您在台灣生活的經驗，您學生的教育問題。如果您有壓力，您可以暫時停止或退出參與此研究。此外，您或您的學生可能會在觀察中會產生壓力。如果您或您的學生有壓力時，觀察活動將會終止。在保密信息中，還是會有一些風險，但是相關的保密措施會落實到位（見保密信息一節）。本研究相關的風險是最小的，風險不會大於日常活動。

優點：

對於參與者沒有直接的好處，但此研究有幫助新住民家庭。

金錢上的酬勞：

你在這項研究中不會得到任何的金錢上的酬勞。

保密性：

普渡大學 (Purdue University) 負責管理和研究的監督部門進行審查，該項目的研究記錄。所有的數據將被存儲在一個上鎖的文件櫃鎖的辦公室中。研究項目將有機會獲得的數據（除了上面提到的）。資料將被保存三年，然後安全地銷毀。你的名字有可能會被使用在未來研究報告，但會是匿名的。我會把錄音檔轉成文字檔，文字檔會在 3 年後銷毀。



自願參加的性質：

您不需要參與此研究。如果您同意參加，您可以在任何時候退出此研究，而且不會有任何的懲罰。

聯繫方式：

如果您有對此研究有任何疑問，你可以聯繫吳芊諭 0972319989, [wu165@purdue.edu](mailto:wu165@purdue.edu) 或者 JoAnn Phillion 教授,電話 (765) 494-2352 或者是電子郵件:[phillion@purdue.edu](mailto:phillion@purdue.edu)。如果你有任何問題，你可以聯絡在美國普渡大學西拉法葉,地址為 Ernest C. Young Hall, Room 1032, 155 S. Grant St., West Lafayette, IN 47907-2114. 電話: (765) 494-5942. 電子郵件 [irb@purdue.edu](mailto:irb@purdue.edu).

知情同意本文件：

我有機會閱讀此同意書，並有人跟我解釋此研究。我有機會提問研究的相關問題，有人也已經回答了我的問題。我準備讓我的孩子參加上述項目的研究。我會收到一份本同意書後簽名。

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教師簽名/日期

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研究員的簽名/日期

## VITA

**CHIEN-YU WU (吳芊諭)**

Purdue University, College of Education, Curriculum Studies/ESL

### EDUCATION

**Ph.D. in Curriculum Studies**, *December, 2016*

Purdue University, Department of Curriculum and Instruction, West Lafayette IN

· **Primary Area:** Curriculum Studies

· **Secondary Area:** English Language Learning

**MA TESOL**, *October 2007*

Northumbria University, UK

· **Thesis:** A Case Study of English Learning Motivation

**B.A. in Foreign Languages** *June 2006*

Eternal Life Christ College, Taiwan.

**Associate Degree in Foreign Languages**, *June 2005*

Fooyin University, Taiwan.

### Certificate

TESOL certificate at Purdue University

Chinese Teaching certificate

### SKILLS

Proficient in MS Office: MS Word, MS Excel, MS Power Point, Adobe

Proficient in English Typing and Chinese Typing

COURSE MANAGEMENT SOFTWARE: Blackboard Learn

### LANGUAGE

Native in Mandarin-Chinese and Taiwanese; fluent in English

### PROFESSIONAL EXPERIENCES

Aug 2013-Present

Instructor: First-Year Composition (for international students)

August 2011-May 2013

Instructor: EDCI205 Exploring teaching as a career

May 2010 – June 2010 Maymester in Honduras

Feb 2008 – Dec 2009 Tuku Junior High School, Yunlin, Taiwan

English Teacher

- . Teach English for junior high school students.
- . Teach five classes, about 34 students in each class.

Computer Teacher

- . Teach Computer skills for junior high school students

Dec 2007-Jan 2008 Ren-Ai Primary School, Yunlin, Taiwan

Homeroom Teacher

- . Teach English, Math, and Chinese for primary school students.
- . Lead primary school students of a class.

June 2006- August 2006 Shi Dan Fo Language School; High School Students Tutor (one to one tutor, and the students are blind)

## RESEARCH

Presentation in next generation scholars, Research Fair at Purdue University Discovery Learning Research Center Title: Multicultural Educational Issues in Taiwan

Presentation in AERA (American Educational Research Association) and presented in San Francisco in April, 2013 Title: Multicultural Educational Issues in Taiwan: From Teachers' perspective

Presentation in AERA preconference in 2015

Title: Teacher's perspectives and beliefs of new immigrants' children learning in Taiwan

Presentation in ICQI, 2016

Title: Taiwanese students' multilingual education.

Presentation in ISLS, 2016

Title: Multilingual Education in Taiwan elementary public schools.

## PUBLICATIONS

Wu, Chien-Yu (under contract). Teachers' Beliefs, Educational Policy and Family Factors of New Immigrant Children in Taiwan. In H. Dockrill, J. Rahatzad, & J. Phillion (Eds.) *Critical multiplicities in teacher education: Ethical considerations and alter-globalizations*. Charlotte, NC: Information Age Publishing.

ICGE proceedings, 2015 (under review)

Title: Teachers' Beliefs, Educational Policy and Family Factors of New Immigrant Children in Taiwan

## MEMBERSHIPS

American Educational Research Association (AERA)  
 Teachers of English to Speakers of Other Language (TESOL)  
 International Society for Language Studies (ISLS)  
 International Congress of Qualitative Inquiry (ICQI)

## ACADEMIC SCHOLARSHIPS & AWARDS

2011-2013     **Teaching assistantship**, College of Education, Purdue University  
 2013-2016     **Teaching assistantship**, English Department, Purdue University  
 2015            **AERA Dissertation Seminar Award**  
 2016            **AERA Dissertation Seminar Award**

## REFERENCES

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