DEVELOPING STUDENTS'CULTURAL UNDERSTANDING IN THE DUAL LANGUAGE
IMMERSION PROGRAM

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ABSTRACT

Shizhan Yuan: Developing Students' Cultural Understandings in the Dual Language Immersion Program
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This case study explores an important type of additive bilingual education program in the US-the two-way dual language immersion (DLI) program in a public school. The additive bilingual education program has become popular in recent years because it aims to promote bilingualism and biliteracy. It not only develops students' English language skills, which is no doubt essential for students' academic and professional development in the future, but also preserves and develops students' home or heritage language skills which considers language minority students' cultural identity and family ethnic background. However, this study indicates that the benefits of DLI program are more than simply maintaining heritage language students' heritage language and culture. The values of the DLI program also include promoting all students' (including both heritage language students and non-heritage language students) understanding toward diverse cultures in the classroom, school, in the community and the world along with teaching the literacy skills of target language and school subject content. As the influx of the international immigrants, the US society further become unprecedented culturally diverse. The benefits of DLI program more significant. On one hand, it is imperative for the US K-12 schools to develop students' awareness of the cultural diversity, develop cultural understanding, protect the ethnic minority cultures and uphold democratic cultural pluralism. On the other hand, how to educate the immigrant children and ethnic minority children to help them accept the core values of the US society such as democracy, freedom, justice, equality, human rights and mutual respect is also important for the solidarity of the US society. The two aspects should go hand in hand. The DLI program in the public school provides a good solution. The DLI program may help heritage language learners find continuity and coherence in multiple communicative and social worlds and develop hybrid and situated identities since they are supposed to learn both heritage language and culture as well as American civic cultural values. These will beneficial

iii

for the diaspora community being structurally integrated into the nation and develop a clarified national identity while preserving aspects of their home and community cultures. The milieu created by the DLI program may also increase heritage language learners' self-esteem and intrinsic motivation of learning their heritage language and culture. In addition, the DLI program aims at promoting cultural pluralism, cultural understandings and cross-cultural communication at school and in the community. It is because students and teachers of different cultural backgrounds communicates and interacts with each other on daily basis in the classroom and in the school building. Through participating in the community cultural activities, students in the DLI program join with community members celebrating their heritage culture and diverse cultures in school and in their community.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF CHARTS

LIST OF PICTURES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CFL   Chinese as a foreign language

CHL   Chinese as a heritage language

DLI   Dual language immersion

TPR   Total physical response

Chapter 1:

Introduction

This case study explored an important type of additive bilingual education program in the US - the two-way dual language immersion (DLI) program. The additive bilingual education program has become popular in recent years because it aims at promoting bilingualism and biliteracy. It not only develops students' English language skills, which are no doubt essential for their academic and professional development in the future, but also preserves and develops students' home or heritage language skills, in consideration of language minority students' cultural identities and family ethnic backgrounds. In the two-way DLI program, the same numbers of heritage language learners and native English speakers are supposed to study in the same classroom and spend equal amount of class hours in learning or using English as well as that heritage language such as Spanish or Mandarin Chinese.

This case study analyzed critical features of a two-way Chinese-English DLI program in a southern state (pseudonym: Southside Elementary School). There were three major purposes for this study. One purpose of this study was to learn about how the Chinese-English DLI program promotes students' understanding of the diverse cultures of their community and the world, especially the Chinese culture. Another purpose of this study was to learn how does the program promotes family/community involvement and obtains various supports from the family/community. The third purpose was to learn how such a program develops students' Chinese literacy skills (listening, oral speaking, reading and writing skills) while teaching subject content.

1.1 Background

In the US, it is estimated that over 60,000 elementary school and secondary school students currently take Chinese courses (Peng, 2016). As mentioned by Peng (2016), the expansion of Chinese education in the US K-12 schools is the result of joint support from language initiatives as well as organizations. According to Peng (2016), at the federal level, the major language initiatives include the National

Security Language Institute (NSLI). Its main contribution to the Chinese education is in establishing Foreign Language Assistant Programs (FLAP), STARTALK programs, the Language Flagship Program, the National Security Education Program, as well as the pilot National Language Corps. Peng (2016) also mentions that non-governmental organizations such as the College Board (in charge of administering the Chinese AP test), American Council on the Teaching of Foreign Languages (ACTFL), Chinese Language Teacher Association, Chinese Language Association, and Hanban (a non-profit organization affiliated with the Ministry of Education of China which promotes study of Chinese language and culture around the globe) also play significant roles in promoting and expanding Chinese education programs in the US.

The expansion of Chinese education programs has been also related to the grant support from local school districts. The Southside Elementary School in a southern state in the US is a good example. The Chinese-English DLI (Dual Language Immersion) program at the Southside was established in 2002 and is now fully supported by the state education system and the local school district. In 2012, there were 120 K-5 students enrolled in the Chinese-English DLI program. In 2016, this number was doubled to 240 to allow two DLI classes in each grade.

Among these diverse Chinese education programs supported by the federal government, non-governmental organizations and local school districts, the most noticeable and innovative is the Chinese-English DLI program such as in the case of the Southside Elementary School. In the dual language immersion (DLI) programs, the Chinese language is not just taught as a single subject as the case in the schools that teach Chinese as a foreign language (CFL). According to the California Department of Education (2016), there are two types of dual language immersion programs: the 50:50 and 90:10. The 50:50 dual language immersion programs maintain 50% of instruction in the target language and 50% in English throughout the elementary grades. In the secondary grades, some courses still use the target language as the medium of instruction. In the classes participating in the 50:50 program, 50% of the students are target language speakers who want to maintain their heritage language, and the other 50% are English dominant students who want to learn the target language. Students in 50:50 Chinese-English DLI programs usually spend half of a school day in receiving Chinese-medium instruction, the other half day in English-medium instruction (as in the Southside Elementary School). The 90:10 programs begins with

50-90% of instruction in the target language with increasing English until the target language and English instruction reach 50:50. Like 50:50 dual language immersion program, the 90:10 programs also serve for both CHL learners and English dominant students. So, two types of dual language immersion programs both serve heritage language (HL) students and native English-speaking students. However, due to the limited accessibility of the dual language immersion programs in the public schools, in many cases, the Chinese HL learning mainly takes place within the family and community-based heritage language schools (Wen and Li, 2016).

In 1963, the first two-way dual (Spanish-English) language immersion programs in the US were created in Dade County of Florida in Coral Way Elementary School for Cuban refugees and non-Hispanic students (Domnwachukwu, 2010). In the past two decades, due to the rise of China's economic power and the fast growth of its international influence, the Chinese-English dual language programs have become very popular (Fang, 2015; Chung, 2015). Chinese together with French, German, Spanish, Arabic, Dutch, Finnish, Hebrew, Hungarian, Japanese, Korean, Modern Greek, Portuguese, Russian, Swahili, Swedish, and Urdu have been designated as critical languages by the federal government (Chung, 2015). According to Chung (2015), the US federal government encourages American students to learn such languages in order to promote communication among countries and to enhance national security. As the U.S. Department of State (2006) mentions, $24 million dollars have been granted to create incentives to teach and study critical needs languages in K-12 by refocusing on Department of Education's Foreign Language Assistance Program as an important part of National Security Language Initiative. In 2007, the Department of Education allocated $57 million US dollars for the initiative (Chung, 2015). With federal funding, in the US, the number of Chinese-English Dual Language Immersion programs has been increased from 9 in 2009 to 71 in 2011(Fang, 2015).

The development of Chinese-English DLI program as well as community-based weekend Chinese language schools in recent years is also directly related to the growth of the Asian population in the US. In some counties, the percentage Asian population has increased as much as 2% from 2010 to 2016 (US Census, 2017).

Although the number of Chinese and English Dual Immersion programs is still far from sufficient for

the needs of Chinese communities and native English-speaking students in the US to learn Chinese, the Dual Language Immersion program adds a good option for both CHL and CFL (Chinese as a foreign language) students to learn the Chinese language as well as teaching the content of the standard curricula of any school system. The dual language immersion programs nicely integrate target language learning with the curriculum and syllabus of the school subjects. Students in the programs do not just learn or acquire a target language, they also learn it in a meaningful academic context, so that they can use the target language as a vehicle to develop strong academic skills. Compared with community-based CHL schools and foreign language courses in public schools and colleges that only teach Chinese language and culture as a subject, the Dual Language Immersion Programs promise to fulfill at least five objectives (communication, connection, community, culture and academy) at the same time (Dorner, 2011; Howard et al., 2003). Dual language immersion programs not only help students develop communication and literacy skills in the target language, a deeper understanding of the culture of the target language, and mutual understanding and connections between native English speakers and ethnic language community, they also can ensure students use the target language in a meaningful interdisciplinary environment and develop a high level of biliteracy skill and academic achievement (Center for Applied Linguistics, 2016). Compared with students in the normal Chinese as foreign language class or in the weekend CHL schools, students who graduate from dual language immersion programs are not only able to use the target language for ordinary social communication, they can use the target language as a powerful tool to continuously pursue knowledge and develop complex thinking skills and engage in life-long learning. The Dual Language Immersion programs can enable students to use the target language to handle complex academic tasks for lifelong learning.

Another benefit of dual language immersion programs is that they aim to promote bilingualism and biculturalism. The goals of dual language immersion programs are to educate students to be bilingual and bi-literate, enable academic achievement, and promote cross-culture communication and understanding (Li et.al., 2016). As mentioned by the Center for Applied Linguistics (2016), the programs help students develop an appreciation for and an understanding of diverse cultures. In addition, by using the two-way immersion (TWI) method for the dual language immersion programs, which balance numbers of native

English speakers and native speakers of the partner language in the same classroom, both groups of students serve in the roles of language models and language learners at different times. Native speakers of partner language and native English speakers can learn language and culture from each other and promote mutual understanding.

However, the DLI programs in most public schools (like Southside Elementary School) are created within a US model of education. Most of them strictly follow the Common Core Standards and state standards to instruct their school subjects (Chung, 2015), thus the heritage culture of the language minority group as well as world cultural content might still be underrepresented in the curriculum of the DLI program. As a result, it may be insufficient to develop students' deeper understanding of the cultural diversity of the community that they live in as well as many cultures in the world.

1.2 Statement of Research Problem

In this research, I explored how the Chinese-English DLI program in the Southside Elementary School developed students' understanding of diverse cultures of their community, encouraged them to explore Chinese culture locally and globally, as well as develops their Chinese language and literacy skills. The particular research problem includes how such DLI program incorporates the objectives of multicultural education into the curriculum of the school subjects such as social studies and Chinese language classes as well as extracurricular activities. By exploring the research problems above, I sought to discover the status of Chinese language/culture and English language/culture in the curriculum of the Chinese-English DLI program of the Southside Elementary School.

The curriculum of a Chinese-English DLI program may not be able to fully satisfy the needs of CHL students' families who wish their children to learn more about Chinese culture and affirm their Chinese ethnic identity and improve the solidarity of their family and community if the DLI program only follows the Common Core Standards and the state essential standards on school subjects. Both heritage language students and English native speakers who want to learn more about the history of China and about the Chinese in the US and the world can gain access to the extensive knowledge of the Chinese culture from their DLI program.

According to the school system, the Chinese-English DLI program follows the Common Core

Standards, the Essential Standards for Social Studies of the state, the Essential Standards for Math of the state, and the Essential State Standards for Dual Language of the state. However, the Common Core Standards are focused on English language arts and math subjects. Essential Standards for World/Dual Language of the state just specifies only language and literacy proficiency level that language learners are supposed to reach in different grades, while Essential Standards on Social Studies of the state also requires students to develop cultural understandings. All of these standards do not specify what specific cultural content students will learn in these subjects. Since "standards" are not curriculum, the curriculum and syllabus will specify the exact knowledge students will learn in the school subjects. Since the dual language program aims to promote bilingualism and multiculturalism, the Chinese-English DLI program may have specific curricula and syllabi on teaching Chinese language arts and culture as well as creating a good learning environment to facilitate students learning diverse cultures in their community and world. Thus I investigated such curricula and syllabi. By examining lesson plans on teachers' website, the I examined how teachers plan to teach Chinese language arts as well as the instructional material related to the Chinese language and culture.

I also explored how the Chinese-English DLI program develops students' Chinese literacy skills (listening, speaking, reading and writing skills) while teaching school subjects. I believe that a dynamic inclusion of literacy education to the teaching of subject content is one of the outstanding features of the DLI program. Students may not just learn subject content but also literacy skills in both English and a heritage/world language of partner language.

I explored how such programs help students develop academic skills by using Chinese language as the medium of instruction. Since the program was aimed at cultivating students' abilities to use Chinese to tackle academic tasks for different school subjects, I got to know something about how the program achieved this objective, as well as the potential problems or challenges that it has faced.

Dual language immersion programs generally expose students in a target language-speaking environment by using target language as the medium of instruction for some of their school subjects (such as math, science and social studies) and may not specifically teach target language as a separate school course. As mentioned by Yu Ying Public Charter School (2016)- a public charter school that provides

Chinese and English dual immersion program in the Washington D.C. area. The school does not offer a "Chinese language class". Instead it immerses students in a rich Chinese environment so that they can learn how to read and write in Chinese. So, dual language immersion programs may use Chinese as the medium of instruction for some of their school courses, but some may not specially teach Chinese. I investigated how the DLI program in the Southside Elementary School addresses the needs of students of different backgrounds (such as the heritage language learners and the native English-speaking students who just begin to learn Chinese) in order to improve their Chinese literacy skills. By analyzing teacher's lesson plans and instructional materials, I examined how the teachers are planning to teach Chinese literacy and culture as well as how they address the needs of different types of students.

I was also interested in the community context of the Chinese-English dual language immersion programs. Unlike weekend CHL schools which were founded solely by the Chinese immigrant parents of a district, the dual language immersion programs belong to the mainstream public education system which were partly funded by the Foreign Language Assistance Program of the US Department of Education, the US Department of State, the US Department of Defense, and the Office of the Director of National Intelligence to promote critical language (such as Chinese) learning (Fang, 2015; Chung, 2015 p.1-2). Although the Chinese-English DLI program in the Southside Elementary School may be partly supported by the school district, state and the federal grants, I sought to know whether the Chinese community supports its establishment and operation and what kinds of resources (such as volunteer, teaching and learning material) that the local community has been providing for the program.

1.3 Research Questions

1. How does the Chinese-English DLI program in the Southside Elementary School supports the development of students' understanding of diverse cultures at school, in their community and the world, especially the Chinese culture?

2. How are Chinese language arts and literacy taught in the Southside Elementary School and what do they teach about culture in the process?

3. How does the local community especially the Chinese community support the Chinese-English DLI program?

1.4 Significance of Study

The benefits of bilingualism have been proven by many studies; bilingualism is associated with cognitive advantages such as improved working memory, superior executive control, better selective attention control and mental flexibility (Carlson and Meltzoff, 2008; Bialystok, 2001). However, the benefits of bilingualism are more than that. Some people in the US have begun to realize that learning Chinese can bring them better economic opportunities. According to Ministry of Commerce of People's Republic of China (2015), in 2015 the bilateral trade volume between China and the US has climbed to 558.3 billion US dollars, and China has surpassed Canada as the biggest trade partner of the US. By the end of 2015, the US had invested 77.47 billion US dollars for 66,000 projects in China. The Chinese companies also invested 46.6 billion dollars in the US. With the development of the US-China relationship on economy and trade, as well as the growing global power of China, Chinese language has become a popular foreign language in the US and many US people began to learn Chinese language in order to better understand or learn about China, a major economy competitor of the US.

From the 1860s, the US has become a popular destination for Chinese immigrants. With three waves of the immigration, the Chinese immigrants in the US have been grown to more than 3.7 million in 2010 (US Census, 2010). Especially in recent years, with more and more highly educated Chinese from mainland China coming to the US as professionals and experts in high-tech companies and research institutions, as college and graduate students, or business investors, there are now many first, second, third or more generations of Chinese immigrants. Learning and maintaining Chinese language and culture has also become a special desire for many first and second-generation Chinese immigrants' families. The first-generation parents would like their children (second-generation immigrants) to maintain and learn their heritage language. By doing so they hope their children will be able to strengthen social, cultural, emotional, and economic ties with their extended families in China, and Chinese ethnic community in the US (He, 2006; Hornberger & Wang, 2008), as well as to enhance their cultural and economic connection to China.

Both native English speakers and Chinese immigrants have strong reasons to learn Chinese in the US. The community-based CHL (Chinese Heritage Language) schools and DLI (Dual Language

Immersion) programs in the public schools as well as Confucius Institute in some colleges provide both CHL learners and native English speakers good opportunities to become bilingual (Peng, 2016).

Studies on dual immersion program generally describe the characteristics of each program as well as stakeholders' perceptions of the program. Few studies really go deeper by focusing on the pedagogy and curriculum adopted by DLI programs for teaching language arts and culture of the minority language. Also, not so many studies focusing on the community context of the DLI program as well as issues and successes related to the local community's support of the DLI program.

This study addresses on three gaps in the literature: (1) how the DLI program develop students' awareness toward the diverse cultures in their community and the world especially the culture related to the minority language that students are learning in the DLI program, (2) how language and literacy are taught in the DLI program, (3) the relations or connections between the DLI program and the local community, especially the local Chinese community, as well as students' families.

Chapter 2:

Literature Review

2.1 "Cultural Understanding" in the K-12 School Curriculum

Culture, as defined by the anthropologist Edward Tylor (1871), refers to a complex whole including knowledge, beliefs, art, morals, law, customs, and any other capacities, and habits acquired by man as a member of society. According to the *Merriam Webster Dictionary,* culture is the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations. Culture is the set of shared attitudes, values, goals, and practices, customary beliefs, social forms, and material traits of a racial, religious, and social group. Culture is also the set of shared attitudes, values, goals, and practices that characterizes an institution or organization. Culture is the web of significance that people spin and in which they live (Schnegg, 2015). As Banks and Banks (2010) quote from Bullivant (1993), culture is a group's program for survival, in and adaption to its environment. Culture is symbolic, ideational, and intangible, according to Banks and Banks (2010), artifacts, tools or other tangible cultural elements themselves are not the essence of culture. Rather how people interpret, use, and perceive them belongs to the cultural essence. As Hanley and Noblit (2009) mention "Culture, in one sense, is tool or set of tools that are produced through human activity and in turn produce new ways of being (sein), doing and sense making across generations and social context". So, culture can be understood as ways of being, doing and sense making. However, the UNESCO (2002) broadly defines culture as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group and it encompasses arts, literature, lifestyles, ways of living together, value systems, traditions and beliefs. So, culture has many forms which includes but are not limited to socially transmitted shared attitudes, values, beliefs, knowledge, language, practices, customs, habits and behavior of a social group.

Sociology and cultural studies are hermeneutic focusing on seeking the subjective interpretations or meaning making rather than seeking law or rule in scientific researches. In this, Max Weber (1957) believes that "Sociology is a science which attempts the interpretive understanding of social action in order thereby to arrive at a casual explanation of its course and effects". When doing studies on sociology, individuals will attach subjective meanings to different human actions. As mentioned by Schnegg (2015), cultural studies or anthropology is not an experimental science in search of law (positivism) but an interpretative one in search of meaning. Schnegg (2015) quotes from Greetzs (1973) that "The main task of anthropology should be guessing meanings, assessing the guesses and drawing explanatory conclusion from better guesses".

Promoting K-12 students' understandings (meaning making) toward diverse cultures of their community is also a very important objective of social and cultural studies of K-12 school subjects. According to the ACTFL(American Council for Teaching of Foreign Languages) (ACTFL, 2010), in the K-12 schools of the US, cultural studies broadly include three aspects: cultural perspectives (such as cultural values, attitudes and ideas), cultural practices (such as people's different ways of life, festival celebrations, customs, social etiquette, language use in different cultural contexts and patterns of social interaction) and cultural products (such as arts, language, literature, music, dance, games, foods, and social, economic, and political institutions). The content of cultural studies has been mainly permeated in the curriculum of social studies subjects and world language classes. For example, according to *National Curriculum Standards for Social Studies (NCSSS)*, an important objective of the social studies subjects is promoting students' cultural understanding toward an increasing interdependent society and interconnected world, so that they can form more positive relations and interaction with diverse people within the US and the world (Altoff, McGrew and Tyson, 2010). The NCSSS also suggests the specifications for developing students' cultural understanding include knowledge related to the culture such as cultural differences, similarities, behaviors, beliefs, values, traditions, cohesions, assimilation, and dissonance. They also cover the processes of the learning, such as asking questions related to culture, giving examples of the values of cultural unity and diversity, evaluating and analyzing how data and experiences can be interpreted differently by different cultural groups, analyzing historic and current

issues to determine the role that culture has played, and explaining and applying ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems. To evaluate students' learning outcomes, the NCSSS also suggests products or expected results of developing students' cultural understanding. These includes interviewing and reporting on observations to a social or sub-cultural group and investigating their commonly held beliefs, values, behaviors and traditions, using a "compare and contrast" chart demonstrating the similarities and differences between two or more cultural groups, presenting the group point of view of a cultural and social group on an important issue related to them, and presenting a media documentary about the cultural contributions of a local, regional, national and international cultural group.

Developing students' understanding toward the culture is also a requirement of world language program, for example in North Carolina, the *North Carolina Essential Standards on World Languages (NCESWL)* points out that studying another language enables students to understand a different culture on its own terms, and learners need to develop an awareness of other views, ways of life, and patterns of behavior, as well as understand the contributions of other cultures to the world and their impact on the issues that challenge people in every country. As for how to teach culture related to the target language, the NCESWL suggests three major aspects: comparisons, connections, and communities, which aligns with the national level *Standards for Foreign Language Learning in the 21st Century* proposed by American Council on the Teaching of Foreign Languages (ACTFL). As for the comparisons, according to ACTFL, students are required to demonstrate understanding of the nature of language through comparisons of language studied and their own. According to NCESWL and ACTFL, through comparisons, students can understand practices (such as patterns of social interactions), perspectives (such as meanings, values, beliefs, ideas, and attitudes) and products (such as books, foods, laws, music and games) of the society they live in, as well as the society of the target language they are learning. As for the connections, both NCESWL and ACTFL require combining the studies of world language with the studies of other school subjects such as social studies, arts, health, physical education, and science. As NCESWL mentions, "Studying a world language involves making connections with other academic disciplines, formally and informally." In this process, students can not only relate the information studied

in other subjects to their learning of the foreign language and culture, but also become able to refine their communication abilities and broaden their cultural understanding (ACTFL, 2006, p.54). As for communities, the NCESWL suggests that students need to access knowledge and information from multilingual communities and use that information to function well with people from diverse backgrounds, so that they can participate in multilingual communities at home and around the world (ACTFL, 2010). According to the ACTFL (2010), students should be able to communicate effectively with multilingual communities in schools, in the community and abroad in different ways such as writing letters, oral speaking and presentation about language and culture, participating in leisure activities and current events, club activities that benefit school and communities and perform for a school or community celebration.

The current K-12 school curriculum includes the objectives of developing students' understanding toward diverse cultures of their community and the world as well as cultivating students' cross-cultural communication skills. For the social studies subjects, according to NCSSS (2010), through the study of culture and culture diversity, learners come to understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well as the lives and societies of others. For the world language program, it develops students' competence in communicating with other people in other cultures in a variety of settings, develops insights into students' awareness of self, of other cultures, and their relationship to those cultures (ACTFL, 2010, p.7).

 "Schools are shaped by the core values and practices of the society, although the deep meaning of culture in school learning may not be apparent to educators, students, or parents." (Hollins, 2015, p.39) The US K-12 schools promote cultural understandings because the multicultural education is actually consistent with the core cultural values as well as the status quo of US society. The core values of the US include freedom, equality, justice and diversity (Hollins, 2015). Although many people will seriously doubt whether those core national cultural values still persist in the US, some curriculum standards (such as the *National Curriculum Standards for Society Studies* and the *Standards for Foreign Language Learning*) of the K-12 schools do uphold those core values. Hollins (2015) mentions that those core values were based on the ideological concepts of Protestantism, capitalism, and republicanism. The US is

characterized by great economic, ethnic, political, racial, religious, and social diversity. According to the US Census (2016), in 2016, 61.3% of the US population was non-Hispanic white, 17.8% was Hispanic, 13.3% was Black, 5.7% was Asian, and 2.6% was two or more races. With the influx of the international immigrants, the US society has further become unprecedented culturally diverse. On one hand, it is imperative for the US K-12 schools to develop students' awareness of the cultural diversity, develop cultural understanding, protect the ethnic minority cultures and uphold democratic cultural pluralism. On the other hand, how to educate the immigrant children and ethnic minority children to help them accept the core values of the US society such as justice, democracy, freedom, equality, human rights and mutual respect is also important for the solidarity of the US society. The two aspects should go hand in hand. However, the inherent inequality in the democratic and economic system, unequal distribution of educational resources for urban and suburban schools, the problems of oppression, racial discrimination, hatreds, classism, sexism and xenophobia etc. in the larger US society complicates the multicultural education in the K-12 schools of the US. As Banks (2017) mentions, global migration, the rise of populist nationalism, and the quest by diverse groups for equality have complicated development of citizenship and citizenship education in nationals around the world.

The cultural value conflicts have aggravated in recent years in the western world as the refugee crisis and terrorism loom large. While the core values of the US and the western world requires their citizens to uphold the spirit of cultural diversity, the influx of the new immigrants and refugees brings about the tremendous transformations and even impacts to the original cultural values of the US and western world. So for teachers and administrators, how to encourage students to think about those critical issues along with teaching the core values of cultural diversity are both imperative and sensitive for the multicultural education.

As Banks (2017, p. xi) mentions "One of the challenges to multicultural national-states is to provide opportunities for different groups to maintain aspects of their community cultures while they are being structurally included in the nation so that they will develop a clarified national identity." In this, Banks (2017) mentions that unity and diversity should maintain a delicate balance in the multicultural nations, and citizens in the multicultural nations should be able to maintain attachment to their cultural community

and, at the same time participate in effectively in the shared national culture and polity. On one hand, unity without diversity will result in cultural repression and hegemony, on the other hand, diversity without unity will cause the fracturing of the nation-state. So, Banks's solution (2017) to the challenges of the multicultural education for today's world is upholding the spirits of diversity and unity simultaneously. By doing so, it can foster structural inclusion and equality for diverse racial, ethnic, cultural, linguistic, and religious groups.

2.2 World-mediated Education

The concept of "world-mediated education" is an important component of this paper. As mentioned by Paulo Freire (1970, 1993, p.81-83) on education as the practice of freedom, a good education should bring about people's authentic reflection in their relations with the world. The "problem-posing education" is world-mediated, as Freire (1970, p.83) mentions that:

> In "problem-posing education" the teacher-student and the students-teachers reflect simultaneously on themselves and the world without dichotomizing this reflection from action, and thus establish an authentic form of thought and action.

In "problem-posing education," people are able to see the world as a reality in process, in transformation. It helps people to develop their power to perceive the way they exist in the world with which and in which they find themselves.

We live in a world with plural cultures and languages. How to help our children develop a better relation with the world with plural cultures, multiple languages, and promote mutual understanding between people of different cultures is a critical issue as well as an important objective of multicultural education. Especially in a society as complex and multiethnic as the US, preserving cultural pluralism in public school system is a sensitive issue. As Ovando and Collier (1985, p.111) questioned "How much cultural pluralism can a society accommodate? How much diversity in curricula, theory, and methods can public school accommodate?"

By promoting multicultural education, we can make our children better understand our world, society, and promote mutual understanding among people of different cultures and make students of minority cultures better participate in the democracy of the larger society. As mentioned by the National Association for Multicultural Education (2016), multicultural education is a philosophical concept built

on the ideals of freedom, justice, equality, and human dignity. Multicultural education values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in school and society through the promotion of democratic principles of social justice.

Ovando, Combs & Collier (2005) advocate cultural pluralism in the education system. They mention that in such system, linguistic minority students not only affirm their ancestral cultural and linguistic roots, but also the cultural pluralistic school curriculum will teach them how to participate in the democracy of the mainstream society.

Some types of bilingual education programs such as dual language immersion programs in the public schools as well as community-based minority language schools are aimed at enhancing cultural and language pluralism and promoting the development of two languages for bilingualism and biliteracy (Ovando, Combs and Collier, 2005), so that they contribute to promoting multicultural education. Native English speakers, by attending dual language immersion programs and some community-based minority language schools, are not only able to learn a language spoken by people of another country or a linguistic minority group, but also they can gain a deeper understanding of another culture (include knowledge, beliefs, art, law, morals, customs, and values etc.) (Ovando & Collier, 1985). So dual language immersion programs and community-based minority language schools promote mutual understanding among native English speakers, linguistic minority students and people from another country and promote cross-culture contacts. Heritage language learners who attend such programs are not only able to maintain and affirm their ancestral cultural and linguistic identity, but also able to learn the democratic principles that help them participate in the mainstream society (Ovando, Combs & Collier, 2005).

The theories on "world-mediated education" and multicultural education will be used as the primary theoretical frameworks. However, the "world-mediated education" will not be achieved unless educators can acquire a deeper understanding of critical literacy.

2.3 Critical Thinking in World Language and Cultural Studies of K-12 School Curriculum

As Ovando and Combs (2010, p.109) quotes from Paul Freire mentions, "We need to get away from stultifying, boring, debilitating curriculum that have no meaning in students' life." However, as Ovando

and Combs (2010) and Cummins (1989) mentions:

> School continues to promote rote memorization rather than critical thinking and encourages
> consumption of predetermined knowledge rather than generation of original ideas; curriculum has
> been sanitized about issues that directly affect the society they will form.

In order to promote students' critical thinking toward their life and experience, Paulo Freire and Donald Macedo (1987) advocate a critical literacy and pedagogy that is emancipatory that encourages students to think critically and reflect on the dichotomy of their histories, experiences, the culture of their immediate environment with the codes and cultures of dominant spheres so that they can transcend their own environments. Critical literacy requires students to be able to analyze the validity of different types of music, poetry, language and world views, especially different languages/knowledge/cultures in their world. As mentioned by Freire and Macedo (1987),

> A critical pedagogy poses dynamic, contradictory cultural comprehension and the dynamic,
> contradictory nature of education as a permanent object of curiosity on the part of learners.

By introducing students in the DLI program language/culture/world views that are different from dominant western ones, it may not only satisfy students' natural curiosity about the world, but also may facilitate students in analyzing the dichotomy of the dominant Western cultural discourses and the discourses from the perspective of another part of the world in order to broaden students' horizons towards the world and develop their critical thinking skills.

In addition, as Giroux (1987) mentions, critical or radical literacy is not just about stressing students' needs to learn a language and culture so as to improve their reading and writing skills, it also emphasizes critical democracy, which encourages students to be more participative in their community, public life and democracy as responsible citizens regardless of their SES status (which are also important components of American Exceptionalism framework). Giroux (1987, p.5) mentions that:

> What is important to recognize here is the need to reconstitute a radical view of literacy that
> revolves around the importance of naming and transforming those ideological and social conditions
> that are undermining the possibility for forms of community and public life organized around the
> imperatives of a critical democracy.

In world language learning, the S*tandards for Foreign Language Learning in the 21st Century*

specifies an important objective of learning a foreign language: participating in multilingual communities at home and around the world. Taking Chinese language learning as an example, the ACTFL (2010) mentions that Chinese language learners can have more chances to practice and hone their communicative and cultural competencies when they interact with people from both inside and outside the school who speak the target language. By mastering a new language, students can not only use the target language both within and beyond the school setting for conversational purposes, but also they can use the language to acquire the information from the target language speaking community that helps them become life-long learners for personal enjoyment and enrichment. According to the ACTFL (2010), one important objective for learning Chinese language is to use it to access information and resources from the outside classroom, such as Chinese community organizations, business or government agencies, and public media. They can also use the information they acquire from different resources for personal enjoyment and enrichment. The ACTFL suggests different activities for the Chinese learners to learn or enjoy Chinese culture, these activities such as reading Chinese books, attending Chinese cultural events, playing Chinese sports or games, watching Chinese movies or TV programs, listening to Chinese songs, playing Chinese musical instruments, cooking Chinese food, participating in Chinese performing arts organization and participating in a summer camp organized by Chinese-American communities. By participating in these activities, Chinese learners will have more chances to get access to the extensive knowledge about Chinese culture and develop cultural understandings.

Another important objective of learning a new language is conducting linguistic and cultural comparisons of the target language and the language learners' native language. The ACTFL (2010) mentions that by comparing the language system and cultural elements embodied in the target language and the native language, the Chinese language learners will be able to (1) gain a better understanding of Chinese people and culture, (2) understand their own culture and language better and (3) significantly develop their critical thinking skills. The ACTFL (2010) suggests content with both language comparisons and cultural comparisons. The language comparisons include comparing sound system, tones, writing systems, formal and informal speech in greeting, and expressions of politeness in the two languages. The cultural comparisons include everyday customs, table manners, belief systems, traditions,

festivals, family relationships, arts, and literature. For language comparisons, as mentioned by the ACTFL (2010), by comparing and contrasting the differences and similarities of Chinese and English language, students will have a deeper understanding of the writing system, sound system, grammatical structure, and pragmatics (language use), as well as oral, written, informal, and formal ways of expressions in each language. For cultural comparisons, as mentioned by the ACTFL (2010), by comparing and contrasting American culture and Chinese cultural elements embodied in the language instruction, students will arrive at a better understanding of their own American culture and a deep appreciation/critique of the cultures of the Chinese-speaking world.

Developing deeper-level cultural understandings requires students to understand cultural perspectives, the relationships between cultural practices and cultural perspectives, as well as the relationships between cultural products and cultural perspectives according to the ACTFL standards (Cutshall, 2012). Students need to critically think about the meanings behind cultural products and practices and develop understandings of the connections between the target culture they learn and their own life experience through comparison and contrast. For example, when teaching the content about Chinese New Year (also called Chinese Spring Festival), most of Chinese teachers just guide students to go through the content about how Chinese people celebrate the Spring Festival such as the family reunion banquet dinner and the food they eat during the dinner. The content is very superficial and does not go deeply into the essence of the culture- cultural perspectives. Instead of directly teaching students what the Chinese Spring Festival is, the teacher can encourage students to explore the meanings of this cultural practice by answering the questions like "Why do Chinese people celebrate the Spring Festival and why is it the most important festival?", "How do you celebrate spring festival at home? (asking CHL learners)" and "Are there any other festivals in the US you have celebrated as big as the Chinese Spring festival and what are the similarities and differences?". The teacher can also encourage students to become "ethnographers" and conduct a cultural report/project that requires students to write down what they see when they observe how Chinese people celebrate a Chinese cultural event or festival as well as their reflections on it.

2.4 Cultural Relevant Pedagogy and Cultural Sustaining Pedagogy in the DLI Classroom

The teacher can use culturally relevant pedagogy (CRP) to teach cultural content. As mentioned by Hanley and Noblit (2009), culturally relevant teaching requires teachers to use knowledge, prior experiences, frame of the references, and performance style of ethnically diverse students to make learning more relevant and effective them. Students have different social, cultural and family backgrounds and prior experiences. Students bring their own unique cultural experiences, understanding and knowledge structure to the classroom, so the teacher should make students' learning more relevant to students' prior knowledge, background and experience. When teaching Chinese culture, the CHL students and CSL students definitely have different cultural and life experiences, so it is vital for the teacher to incorporate CHL and CSL students' culture and life experiences into the teaching and learning in order to make the content of the class relevant to students' backgrounds. As Milner (2011) quotes from Ladson-Billings, there are 3 tenets of culturally relevant pedagogy: (1) academic achievement, (2) socio-political awareness and (3) cultural competence. According to Ladson-Billings (2006), the tenet of academic achievement requires teachers not only improve students' standardized test scores and performance, but also to enhance students' self-esteem and self-control skills and focus on helping students achieve their long-term academic goals. The cultural competence requires teachers to "Help students to recognize and honor their own cultural beliefs and practices while acquiring access to the wider culture, where they are likely to have chances of improving their socioeconomic status and making informed decisions about the lives they wish to lead." The tenet of sociopolitical consciousness encourages teachers to develop students' critical thinking regarding sociopolitical issues faced by local school community (e.g., school board policy, community events) as well as larger issues faced by the country and world (e.g., unemployment, environment deterioration, climate change, health care, housing) that may affect students' lives. It also helps students to better understand and critique their social position and context. As mentioned by Hanley and Noblit (2009), the themes of CRP also include educating about racism and racial uplift as well as acknowledging challenges, i.e. the teachers should challenge white culture supremacy and cultural deficiency ideology and acknowledge strength of students' ethnic culture. Similarly, in the DLI program, when teaching a language and culture from another country, the teachers

should encourage students to explore the strengths and essence as well as the distinctions of two cultures in the DLI program. By encouraging students to compare and contrast students' native language and cultures with the target language and culture they learn in the DLI program, students can think about two cultures critically.

So teaching cultural content in the DLI program requires teachers to develop students' critical thinking skills by associating the content of teaching with students' lives, experiences and sociocultural background as well as the social, cultural and political issues that concern students, it can help students understand the meanings of what they have learned in the DLI program and develop deeper understanding of the cultural content they learned in the program.

Another important strategy that teachers in the DLI program may use is culturally sustaining pedagogy (CSP). According to Paris (2012) and Paris and Alim (2014) the CSP seeks to sustain linguistic, literate, and cultural pluralism in the school system which promotes democracy in the schooling. The CSP was developed in order to tackle the problem caused by the current policies and practices of creating a mono-cultural and monolingual society. The current education policies tend to establish white middle-class cultural norms and Dominant American English (DAE) as the dominant cultural norms and language, which marginalizes the cultures and languages of the minority groups. The CSP was created in response to demographic and social change in the US. As Paris and Alim (2014) mention, the U.S. demographic shifts toward a majority multicultural society of color embedded in an ever more globalized world. By sustaining cultural and linguistic pluralism in the school system, the CSP will not only promote equality across racial and ethnic communities, but also grant youth full access to power (Paris and Alim, 2014). This is because the CSP aims to develop an important cultural competence for the youth by promoting understandings of diverse languages and cultures of different communities of a multicultural globalized society as well as developing communication skills of other languages rather than just the DAE. The CSP is about empowerment. By encouraging youth of color (such as CHL learners) to develop both DAE and maintain their multiple ways of speaking and being, it will not only honor the rich and varied practices of their communities, but also empower them in a changing and multicultural nation. According to Kinloch (2014), this contrasts with CRP, which generally maintains the status quo of

language and cultural practices in the school system and only superficially affirms differences and diversities. As an extension of the CRP, the CSP seeks to sustain the literacy, heritage, and community practices of youth of color. In this process, the CSP might be better at supporting young people's cultural identities, academic investment, and critiques of white middle-class values. Although the critiques of White middle-class values and DAE is not an objective of the DLI program, HL students in the DLI program will be able to sustain and develop their heritage language and culture. In this process, the HL students may even be able to develop their heritage cultural identity.

2.5 Sociocultural Theories on Language Learning

This dissertation uses social and cultural theories to describe second and heritage language learning in the US context. The first theory is Gardner's Socio-educational model. As mentioned by Ellis (2012), Gardner's (1985) socio-educational model of language learning depicts language learning as involving four aspects: (1) the social and cultural milieu, (2) individual differences (attitude, motivation and aptitude of learning the target language), (3) the setting, and (4) learning outcome (linguistic and non-linguistic outcome).

Chart 2.5.1 Gardner's Socio-educational Model
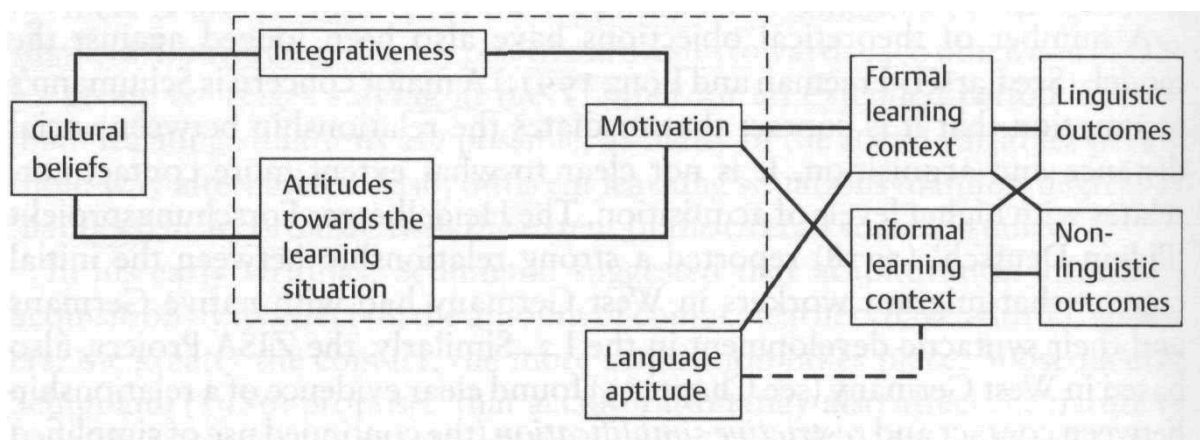
Chart 2.5.1. Gardner's Socio-educational Model. Reprinted from *The study of second language acquisition* (p.330), by R. Ellis, 2012, Oxford: Oxford University Press. Copyright 2012 by the Oxford University Press.

The graph above is Gardner's socio-educational model on second language learning. According to Ellis (2012), in Gardner's (1985) socio-educational model, learners' social and cultural milieu determine

their beliefs and attitudes toward the target language, culture and learning situation. The "integrativeness" refers to whether and to what extent learners would like to self-identify and join as members of the group of the target language and culture. Learners' attitudes toward the target language and culture will directly influence their motivation to learn the target language in both formal and informal contexts. Learners' language learning aptitude may have a direct impact on their language learning in the formal context, but it might have some kinds of indirect impact on their language learning in the informal context. Gardner's (1985) social-educational model is a basic model of second language acquisition. It demonstrates the basic components such as social and cultural milieu, learners' beliefs, motivation and formal/informal learning situations that affect the process of second language learning. Sociocultural theory is similar to the socio-educational model but it focuses more focuses on the social and cultural factors that affect second language learning.

The sociocultural theory of human learning describes learning as a social process and human intelligence as originating in society or culture. The human mind is mediated by culturally constructed artifacts (Compernolle, 2014). As Ellis (2012) mentions, the sociocultural theory views language acquisition as an inherently social practice that takes place within interactions as learners are assisted to produce linguistic forms and functions that they are unable to perform by themselves. In this theory, social interaction plays a fundamental role in the development of cognition (Vygotsky, 1978) and language skills (Ellis, 2012). According to sociocultural theory, the environment around children plays a key role in their language development: the richer the language that young children hear, the faster their vocabulary develops (Ormrod, 2011). Children's early language learning arises from processes of meaning-making in collaborative activity with other members of a given culture (Mitchell et.al, 2013). For heritage language (HL) learners, their HL development also relies heavily on their exposure to the target language in their surroundings such as home, community and HL school (Pu, 2008). For second language (L2) learners, their formal and informal linguistic environments also impact their L2 learning outcomes (Krashen, 1981). As Krashen (1981) mentions, the informal environment benefits unconscious language acquisition while formal classroom environment promotes both conscious language learning and unconscious language acquisition. To improve the efficiency and effectiveness of L2 acquisition in the

informal environment, Krashen advocates an intensive informal environment (intake-type environment) that directly involves all the L2 students in the learning process rather than just generally exposing students into a target language speaking environment (exposure-type environment). For the students in formal classroom learning environment, Krashen (1981) found that people not only consciously learn the linguistic knowledge of the target language, but also unconsciously come to know about how to use such language in the realistic academic contexts. The formal and informal learning environments are important for the language learning and acquisition. However, in such environment, students learn not just a language, but also a culture which is associated with that language.

According to Ormrod (2011), the key ideas of Vygotsky's sociocultural theory includes:

(1) Through both informal conversations and formal schooling, adults convey to children the ways in which their culture interprets the world.

(2) Every culture passes along physical and cognitive tools that make daily living more productive and efficient.

Learning and using a language can help to achieve the results above. When people learn or use a new language for communication or obtaining knowledge, they also open a gateway to the culture that is associated with the language. Language learning can take place in the school, home, community and society, so students can acquire cultural knowledge, and relevant worldview, as well as physical and cognitive tools from those places.

The ideas above also inform the importance of learning heritage language (HL) for HL learners. By learning, acquiring and practicing HL at home, community and HL school, HL learners not only master a language (they are capable of using the HL for different social interactions), but also acquire cultural competence, the unique ways of interpreting the world (a worldview) and develop a relevant cultural identity. Similarly, for the second or foreign language learners, learning a foreign or second language can help them broaden their mind and open a new horizon towards a culture and the world. As the American Council on the Teaching of Foreign Languages (ACTFL) (2016) mentions, learning a second or foreign language will promote students' cognitive development and abilities, improve their academic achievement and help them develop a more positive attitude toward target language and its culture as well as the

speakers of that language.

However, Vygotsky's sociocultural theory only provides us an abstract concept about the importance of sociocultural environment and social interactions on HL or second language learning, cognitive development, and the forming of cultural identity. It does not specify what kind of sociocultural environment would promote or inhibit HL or second language learning. Bronfenbrenner's social-ecological theory specifies types of sociocultural environment and context in which individual development and language learning have taken place.

Bronfenbrenner's social-ecological model illustrates that individual development is located within a set of social, cultural, economic contexts (Barber and Evans, 1998). Bronfenbrenner's social-ecological model consists of 5 components: Chronosystem (individual history and biology), Mesosystem (the system of norms, values, and beliefs), Macrosystem (political, economic and social systems), Exosystem (community-based centers and services) and Microsystem (family and school).

Language learning and acquisition, as an important aspect of individual development, also takes place in the systems of Bronfenbrenner's model. Wen and Li (2016) studied the CHL learners' heritage language learning and acquisition. They found that in the US context, CHL learning can take place within a family, community-based heritage language school and some k-12 schools. They also found that CHL learning can be influenced by both the macro-level factors such as social, economic and political environment, as well as micro-level factors. The micro-level factors may include CHL learners' as well as their families, and community's values and beliefs about the importance and necessity of maintaining the HL as well as their real efforts in maintaining the HL.

Li (2006) analyzed the important factors in the microsystem of Bronfenbrenner's socioecological model that may influence CHL learning. Li (2006) discovered that parents, families as well as the ethnic community play significant roles in children's HL education. Li's (2006) study also indicates that socio-geographical and institutional factors can equally influence CHL learning and maintenance. For the familial factors, Li (2006) believes that

> Parents' attitude toward Chinese language and culture affects CHL learners' attitude. Parents who attach importance to the HL learning and maintenance and emphasize the need to continue speaking the language often foster the positive influence on the

children's perception of the language. On the contrary, when families afford a more important role to English and view the heritage language as a hindrance to their Americanization, their children show a consistent shift toward English. (Li, 2006, p.17-18)

Although parents' attitude on CHL learning is important for their children's CHL maintenance, their real efforts in helping their children learn HL is more important. Li (2006) suggests that the degree of parental support or involvement in their children's CHL learning also impacts the real effects of their children's CHL learning. As Norton (2010) and Potowski (2013) stress, high levels of motivation did not necessarily translate into good language learning, the real "investment" in the language learning is more important. However, investment must be seen within a sociological framework, and seeks to make a meaningful connection between a learner's desire and commitment to learning a language, and their changing identity. For example, Xiao's study (2008a) indicates that the CHL parents did not invest much time and effort on conducting CHL literacy activities at home to cultivate their children's Chinese literacy skills (Xiao, 2008a). In addition, what parents really do to increase the use of HL at home also impacts the effectiveness of their children's CHL development: when parents choose to use HL at home and enforce an HL only policy at home, their children tend to develop more positive attitude toward the HL and higher level of proficiency in the language. The children will also be more likely to continue using the language even after exposure to English compared with children whose parents do not make this effort (Li, 2006). Li (2006) also mentions factors other than intergenerational influences: the CHL learners' peer group influence, the socio-geographic locations (CHL learners who settled in the cities with higher percentages of their ethnic representation are more likely to retain and develop their heritage language than those who live far away from their ethnic community), contact with the institutions that value the HL (such as weekend community-based CHL schools and public schools) as well as these institutions' attitudes toward maintaining HL also influence CHL learners' attitudes and efforts in maintaining their heritage language.

So CHL learning takes place in a complex socio-ecological system which CHL learners' family (Li, 2006), community (Zhou and Kim, 2006), institutions such as the weekend CHL schools and public schools, as well as public policy on the heritage language education altogether play important roles in the CHL learning (Fishman 2004).

Similarly, for the native English-speaking students who learn Chinese as a foreign or second language, their motivation to learn the language is also influenced by complex social and cultural factors. According to Ellis (2008), second or foreign language acquisition takes place in a social, cultural, and political context and is also influenced by factors such as gender, race, relations of power as well as the identity of the subject (the cultural and social identity of the language learners).

The fast development of the Chinese economy in the past 30 years and China's growing global influence makes Chinese a very popular language throughout the world. It is reported that over 3,000 universities and colleges in 109 countries provide students with Chinese courses with a total students' enrollment estimated at 40 million (Xiao, 2011). There are also more than 500 Confucius Institutes, which teach Chinese language and culture around the world. In the US, Mandarin Chinese is the second most popular foreign language after Spanish (Worldatlas, 2018). So, the social and cultural context favor widespread Chinese language learning around the world. Many non-Chinese speakers believe that learning Chinese is not just a personal enrichment that helps them open their mind and broaden horizon towards another culture and world, it also benefits their career and professional development in the future (Boston University, 2016). In September 2015, President Obama even announced that the US government planned to grow the number of K-12 students studying Mandarin from approximately 200,000 to 1 million by 2020 by launching the "One Million Strong" Initiative (the White House, 2015; Yap, 2015). According to Yap (2015), the "One Million Strong" Initiative is a nonpartisan nonprofit foundation advocating for a standardized curriculum in classrooms, increasing the number of Mandarin teachers in the US, and using technology to promote language and cultural education. The foundation also partners with the Chinese government, American Mandarin Society, American Council on the Teaching of Foreign Languages (ACTFL), National Council of State Supervisors for Languages (NCSSFL), University of Maryland, University of Washington, University of Oregon Center for Applied Second Language Studies, NYU Steinhardt as well as some Internet platform companies that promote Chinese education online to help the implementation of reform of curriculum, teacher training and technology for Chinese education (Yap, 2015; 1 Million Strong Foundation, 2016). However, as Ellis (2008) mentions, complex social, cultural and political influences come into play regarding the second or foreign language learning, and

does so with Chinese language education in the US. The efforts to incorporate Chinese language and culture into US schools has faced a lot of opposition especially when the curriculum is supported by the Chinese government (Yap, 2015). The local communities worry that such a curriculum would promote the soft power of Chinese government through spreading its ideology in the US public schools. Through my experience in a weekend community-based CHL school in North Carolina, I found such worries are not unreasonable. The Chinese textbook used by the weekend CHL school is developed by Overseas Office of the State Council of China, and the textbook disseminates the political claims of the Chinese government as well as beautifies its image in the world. The textbook also sometimes disseminates cultural values that may not be helpful for students in the US. So it is still a major question of whether, how and to what degree the mainstream US society will allow Chinese cultural content to appear in the public school curriculum. The "One Million Strong" Initiative appear attractive, but up until now there has been no further update about the implementation of the Initiative. We do not know how many schools have obtained the funds provided by the Initiative to promote Chinese education or how many Chinese teachers have been supported by the Initiative. There is no annual report about the implementation of the Initiative.

2.6 The Symbolic Power of Language

Symbolic capital/power theory proposed by the French sociologist Pierre Bourdieu also explains the benefits of learning a foreign language for a person in our society. Symbolic power, as mentioned by Pierre Bourdieu, refers to unconscious modes of cultural and social domination occurring within the everyday social habits maintained over conscious subjects. Symbolic power accounts for discipline used against another to confirm that individual's placement in a social hierarchy through individual relations and system institutions, in particular education (Bourdieu, 1991).

Symbolic power or capital is an important type of social power together with economic capital, cultural capital and social capital, as Bourdieu (1987, p.4) mentions:

> In a social universe like French society, and no doubt in the American society of today, these fundamental social powers are, according to my empirical investigations, firstly, economic capital, in various kinds; secondary, cultural capital or better, informational capital, again in various kinds; and thirdly two forms of capital that are very strongly correlated, social capital, which consists of resources based on connections and group membership, and symbolic capital, which is the form the different types of capital take once they are perceived and recognized as legitimate.

As can be seen from the definition above, symbolic capital has different forms and can be economic capital, social capital, cultural capital, or any other forms. However, the most important characteristic of symbolic capital is "legitimacy." The symbolic capital is reflected as prestige, a reputation for competence, or social position (Bourdieu, 1987). The majority language should be a kind of symbolic capital in that it carries legitimacy and prestige. According to Nordquist (2016), a majority language is usually spoken by a majority of the population in a country, and it is the high-status language. The language of powerful social groups usually carries linguistic prestige and social prestige is often granted to speakers of the prestige language.

In the US, although there is no overt official language policy, English is the dominant or majority language. Its dominant status has been deeply permeated U.S. educational discourse and mainstream culture in the milieu of linguistic xenophobia as the mainstream culture felt threatened by the presence of multiple languages, which were perceived as competing with English (Macedo et.al, 2003). So, the English has been appointed by the US mainstream culture as the only legitimate and prestigious language used at school and in the social interactions. For many years, minority languages and culture such as Chinese language and culture have been treated as a problem by the mainstream US society. Laws and policy were made to eliminate other languages and foreign cultures other than English in the US educational system. Although this policy has been changed now with more and more public schools beginning to provide foreign languages courses, and dual-immersion bilingual education programs have been set up to allow some HL students to maintain and learn their HL (Wen and Li, 2016), the subservient status of minority languages in the K-12 school has not changed because the majority native English-speaking students in the school have more symbolic power than the HL students in determining the dominant language in the classroom of dual-immersion programs. In this, Cervantes-Soon (2014) found the dual-immersion program is a double-edged sword. Although it taught HL language and culture to HL learners, the discursive and power dynamics among students in dual-immersion programs favored native English speakers who have higher status and position in the classroom and the hidden curriculum gives children the message that English is a more valuable and prestigious language.

For both CHL learners and CFL learners, learning a foreign or second language such as Chinese will

enable them to better develop different social and cultural capital (Norton, 2010a). As mentioned by Norton (2010a):

> If learners invest a second language, they do so with the understanding that they will acquire a wide range of symbolic and material resources, which will in turn increase the value of their cultural capital. As the value of their cultural capital increases, so learners' sense of themselves, their identities and their opportunities for the future are reevaluated. Hence, there is an integral relationship between investment and identity. (p.3)

For CHL learners, learning Chinese will enable them to better communicate with their parents and community members and strengthen their social, cultural, economic and emotional ties with their friends and extended family in China. For the CFL learners, mastering the Chinese language not only allows them to know more about another culture and the world by promoting cross-culture communication and mutual understanding, but it may also potentially benefit their future career and professional development given the context that the bilateral trade and investment between China and the US has increased exponentially in recent years.

The hegemonic status of the English language cannot be changed in a short time. However, with the rapid development of the Chinese economy and China's global influence in economy and culture, the symbolic power carried by the Chinese language is also growing stronger. As Lindholm-Leary (2011) mentions, the past five years have witnessed a surge in the interest and popularity of Chinese language programs in the United States partially due to the rising of economic and political power of China. Many businesses, educators, and parents require more Chinese programs that can bring students a higher level of proficiency in Chinese. Many people in the world have begun to realize the importance of learning Chinese for their personal career development and benefits of their countries. Chinese language, as a social and cultural capital, is an enrichment for a CFL learners' career and vocational development, and as the symbolic capital, it carries the symbolic "soft power" of Chinese culture and its global influence especially in the context of the economic globalization.

Another factor that contributes to the rapid increase of Chinese educational programs is the growth of Chinese ethnic population in the US. The majority of Chinese ethnic groups in the US are bilingual (Lindholm-Leary, 2011) and speak a Chinese language such as Mandarin, Cantonese, or Taiwanese at

home. Chinese parents strongly support Chinese language programs or bilingual programs because they want their children to be able to communicate effectively within Chinese-speaking communities (Lao, 2004; Lindholm-Leary, 2011). As the Migration Policy Institute (2015) quotes from the U.S. Census Bureau, the population of Chinese immigrant were increased from 1,195,000 in 2000 to 2,018,000 in 2013. With the increase of the Chinese immigrant population, they also have a strong need of learning their Chinese language in the US.

Chart 2.6.1 *Chinese Immigrant Population in the United States, 1980-2013* [1]

Sources: Data from U.S. Census Bureau 2006, 2010, and 2013 American Community Surveys (ACS), and 1980, 1990, and 2000 Decennial Census.
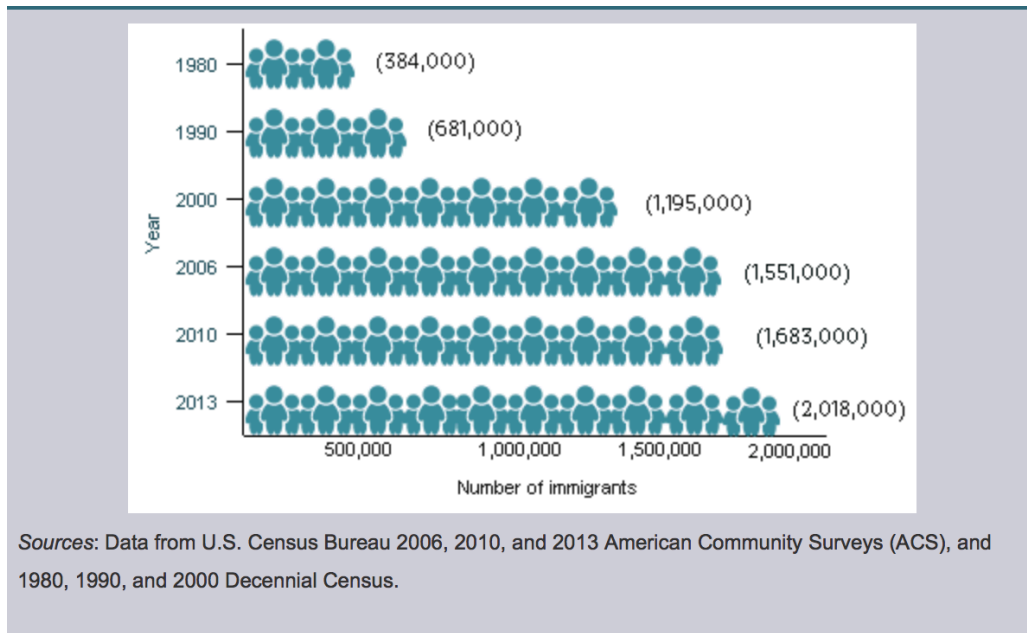
Chart 2.6.1 Chinese Immigration Population in the United States, 1980-2013. Adapted from "Chinese Immigrants in the United States," by J. Zong & J. Batalova, 2015. Retrieved January 15, 2018, from https://www.migrationpolicy.org/article/chinese-immigrants-united-states. Copyright 2015. Migration Policy Institute.

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[1] This chart is adapted from http://www.migrationpolicy.org/article/chinese-immigrants-united-states

2.7 Education in the Dual Language Immersion (DLI) Program

  Section 2.7.1 historical background. The US has a long history of bilingual education. As early as the 18th and 19th centuries, multiple languages other than English were used as the medium of instruction in the US schools, especially those in the communities of European immigrants (Ovando, Combs and Collier, 2005). For example, German was the minority language spoken by the largest population (more than 5 million) in the US in the 18th and 19th centuries (Crawford, 1999) and at least 600,000 children were receiving part or all of their schooling in German in public and parochial schools. According to Ovando, Combs & Colliers (2005) by the second half of the 19th century more than a dozen of states passed laws providing minority languages (such as German, Spanish, Swedish, Norwegian, Danish, Dutch, Polish, Italian, Czech and French) other than English as the medium of instruction at school (Ovando, Combs and Colliers 2005; Crawford, 1999).

  However, the 20th century witnessed the elimination of minority languages in school instruction and the implementations of an English-only policy in the school curriculum. As Ovando et al. (2005) mentions the English dominant culture and linguistic homogeneity were established as a pattern within schools during the first half of the 20th century. This situation began to change during World War II and the Cold War when the US government realized that knowledge of foreign languages is an important resource to help compete for overseas interests in military, international relations as well as promote economic development and national security. The first dual language immersion program in the US was established at Coral Way Elementary School in Miami in 1963 following the influx of Cuban refugees. Unlike other bilingual education program at that time, which used a transitory method of instruction and did not preserve students' minority language (the teacher used both English and minority languages in the instruction in the beginning followed by the decreased use and finally no use of the minority language at all), this dual language program used both Spanish and English as the medium of instruction. The program preserved Cuban students' Spanish skills because the Cubans had hoped that they would be able to go back to their home island after the Cuban Revolution. By 1968 bilingual education was being provided in at least 56 locally initiated programs in 13 states (Ovando, et al., 2005).

  However, in the previous decades most of these immersion programs have offered European

languages like Spanish, French and Germany, with a small number in other languages (Met, 2012). For example, as Met (2012) mentions, prior to 2000, fewer than 10 public or private elementary schools across the US offer immersion program in either Cantonese or Mandarin. From 2000 to 2012, about 70 new Chinese immersion programs were established in public or private schools. The number of Chinese immersion programs are expected to keep on growing in recent years due to the increase of Chinese immigrants.

Section 2.7.2 teaching Chinese language, literacy and culture in the Chinese-English DLI program. This part introduces theories, practices and methods of teaching Chinese literacy in DLI programs in order to improve students' Chinese language literacy skills and develop their understanding toward Chinese culture. It introduces individual teaching methods such as cooperative learning, the multi-literacy approach, and balanced approach as well as the curriculum of teaching Chinese language, literacy and culture used by different DLI programs of the US.

Cloud et al. (2000) specifies five major tasks for the teachers to develop students' literacy skills in the dual language classroom. They include (1) selecting appropriate material and activities to create a Print-Rich environment, (2) developing oral language skills to support literacy development, (3) using culturally relevant material and pedagogy to ensure cultural background knowledge, (4) teaching decoding and encoding strategies, and (5) teaching specific reading and writing strategies for text processing and production.

Table 2.7.2.1. A Framework for Second Language Literacy Development

Develop Oral Language	Teach Text Processing and Production Strategies	Insure Cultural Background Knowledge
	Create a Print-Rich Environment	
	Develop Decoding and Encoding Skills	

Table 2.7.2.1. A framework for second language literacy development. Reprinted from *Dual Language Instruction: A Handbook for Enriched Education* (p.95), by N. Cloud, F. Genesee & E. Hamayan, 2000, Boston: Heinle. Copyright 2000 by Heinle.

As can be seen from the diagram above, central to Cloud's framework of second language literacy development is selecting appropriate and plentiful materials and activities as literacy inputs as well as creating many outlets for written communication. According to Cloud (2000, p.95), when choosing literacy materials, teachers need to consider (1) proficiency demands, (2) contextual supports, (3) the authenticity and naturalness of the language, (4) the target audience, (5) cultural features, and (6) intellectual, aesthetic, and emotional satisfaction. Among these considerations, the most notable is the cultural features of the materials. As mentioned by Cloud, the materials should be culturally relevant to students' life experience, cultural and knowledge background. Ideally, the material should represent and honor the cultural groups present in the classroom. Another important component of Cloud's framework is to insure instruction is culturally appropriate, i.e. using culturally relevant materials and pedagogy which Cloud (2000, p.204) defined as "The selection of culturally-relevant content, includes modes of presentation, group structures, learning activities, reinforcers, motivational devices, and the like, to promote understanding and learning". So the foundation of Cloud's framework is "culturally relevant

material and instruction" which requires teachers to choose literacy materials and activities that are suitable for students' cultural background and life experience. In order to achieve this objective, teachers need to understand the beliefs, norms, and values of their learners in relationship to the concepts being studied so that instruction can be provided in a way that respects learners' deeply held belief systems. Although culturally relevant teaching is not a specific teaching method for the instruction of language arts and culture, it is more important principle that should guide the language arts and cultural instruction in the dual language classroom.

Another focus of Cloud's framework is using students' oral language abilities to develop their literacy skills. Since literacy skills are transferable, speaking and writing skills can be improved simultaneously. Cloud mentions about some pre-reading and pre-writing activities such as using graphic organizers and semantic webs to help students become familiar with the new vocabularies and concepts of the text as well as help them organize and develop ideas for their writing. When students brainstorm and orally express their ideas on how to write a text with the help of semantic webs and graphic organizers, they not only exercise their speaking skills, but also improve their writing skills at the same time. In addition, Cloud also suggests having more activities that help students become familiar with the phrases used in the songs, chants, pattern practice or sentence strips that they often hear in their daily lives. These activities will develop students' literacy skills by tapping the resources from students' daily lives and conversations. I think such strategy is very helpful for the CHL learners to develop their Chinese literacy skills. Since the CHL learners may be exposed to a Chinese-speaking environment at home and speak Chinese to their parents, they may already have accumulated plentiful oral Chinese vocabulary at home and what they need most is developing their Chinese reading and writing skills. By encouraging CHL learners to speak the Chinese vocabularies and concepts they already learned at home and teaching them how to write those oral vocabularies and concepts, the teacher will help them develop their Chinese literacy skills more easily. So, speaking is a foundation for the CHL learners to develop higher level literacy skills.

Cloud (2000) also mentions the instruction of specific reading strategies such as text decoding and encoding. Text decoding includes the process of sight word recognition, phonetic analysis, use of context analysis, structural analysis, use of visual cues, and use of references. However, reading is an interactive

process that involve two processes: bottom-up (surface structure processing) and top-down (deep structure processing). To gain the meaning of the text, readers will interact with the text. They need to decode the text by recognizing and analyzing phonemes and morphemes of the word as well as the syntactic structures of the phrases and sentences (bottom-up); they also use their prior knowledge of the language and the subject matter to predict the meaning of the text (top-down) (Amstutz et al., 2017). The bottom-up and top-down interactively compensate for each other during the process of reading. In a literacy class in the dual language classroom, the teacher should not only teach students how to process surface-structure of the text such as recognizing and analyzing graphemes, phonemes, morphemes, semantics and syntax, but also consider students' cultural background and prior knowledge. If necessary, teachers should provide sufficient cultural background knowledge about the text in order to help students understand the text more easily. Chen (2008, p.240) suggests three aspects of knowledge for teaching Chinese reading comprehension for the Chinese language learners abroad: (1) linguistic and syntactic knowledge of the Chinese language including the structures of Chinese characters, phrases and sentences, (2) grammatical structures of Chinese paragraphs and texts and (3) content knowledge regarding to the Chinese society and culture. Teaching grammatical, syntactic, semantic, and phonological and pragmatic knowledge of Chinese language is necessary, especially for the beginning Chinese learners. However, after students have developed rudimentary Chinese literacy skills, the teacher should incorporate more content knowledge about Chinese society and culture in the Chinese literacy class. The background knowledge of Chinese society and culture will further help Chinese learners understand more complex Chinese texts and promote their deeper understandings of Chinese language and culture.

As Chen (2007, p. 5) mentions, overseas Chinese language education is affiliated with Chinese as a second language (CSL) education and the overseas Chinese language education follows the theoretical framework of second language education. The following part will review major approaches of second language education. It will then explain how some of those approaches can be applied in the Chinese-English DLI classroom in teaching not only the Chinese language and culture, but also can be expanded to teach some subject content in the DLI classroom.

Krashen (1982) in his book *Principles and Practice in Second Language Acquisition* mentions 7

major language teaching methods for the second language learners: (1) grammar-translation, (2) audio-lingualism, (3) cognitive-code, (4) the direct method, (5) the natural approach, (6) total physical response, and (7) suggestopedia.

According to Krashen (1982), the classroom that adopts the grammar translation method focuses on the explanation of the grammar rules as well as the teaching of the vocabularies of the target language. The other character of the grammar-translation method is that it may use language learners' native language (L1) as the medium of the instruction to teach the target language (L2). In particular, this method includes many translation exercises which requires students to translate the vocabularies and texts of the class in both directions from L1 to L2 and L2 to L1. As mentioned by Chen (2007) the grammar translation method helps second/foreign language learners develop good grammatical and vocabulary skills of the target language which is especially beneficial for their reading and writing skills. However, the pitfall of this method is that it is not very helpful to develop students' listening, speaking and oral communication skills of the target language because the method focuses too much on the instruction of grammar rule as well as the translation and writing exercises.

In teaching the syntax and grammar of the Chinese language, Zhao (2004; 1996) suggests basic principles for different levels of the CFL/CSL learners. For the beginning CFL learners, the grammar instruction should focus on correctness of the use of grammar rules. The CFL learners are required to use grammatically correct sentences and be able to distinguish grammatically correct forms from the incorrect ones. The intermediate CFL learners should be able to tell the differences among various grammatical forms of the Chinese language. The advanced learners should be able to appreciate various Chinese language forms and analyze appropriateness of the use of different language forms for different situations.

Zhao (2004) and Chen (2008) further suggest 4 basic methods for teaching Chinese grammar and syntax: (1) grammar rules demonstration, (2) grammar rules induction, (3) analogical method, and (4) guided discovery. Grammar rules demonstration is the most common way of teaching grammar, in which the teacher usually tells students the grammar rules at first and then provide students examples to explain the rules. The grammar rules demonstration method is more applicable for adult CFL learners since young children usually have no patience to listen to teacher's boring explanation of the grammar rules of the

Chinese language.

The grammar rules induction method does not teach students the grammar rules directly at first. Instead, the teacher usually provides students with several sentences that include the target grammar structures/rules as examples at first, and then the teacher encourages students to find out or generalize the common grammar patterns or rules among those sentences. Since the grammar rules induction method tend to give students concrete examples at first, students may not feel so bored in the process. Compared with the grammar rules demonstration method, the grammar rules induction method is more suitable for young CFL learners. Like the grammar rules induction method, the analogy method also requires the teacher to help students find the common structures among words and sentences with similar structure. Like the grammar rule induction method, the guided discovery method also encourages students to induce grammar rules by themselves. For this method, teacher usually question students in order to guide students find the grammar rules and structures on their own. The teachers use guided discovery method tend to encourage students to discover the grammar rules by themselves through providing guidance for students to analyze, generalize and analogize sentences.

In the DLI classroom, teachers are not likely to teach the grammar rules of the target language directly since the target language is usually taught along with the subject content and the DLI program may not teach the target language as an independent school subject. Thus it is highly unlikely for the teachers to teach the grammar rules of the target language directly. Instead, the teacher may incorporate the target language learning with the instruction of subject content by providing instructional materials written in the target language and let students to read them. In this process, the students may induce and discover the grammar rules of the sentences of the instructional material on their own. The teacher seldom intervenes with students in this process. In short, teaching grammar rules of the target language in the DLI program is not the priority of a DLI class, what students learn is the subject content. However, students do need to learn how to use the target language to express their ideas in the classroom. Students also need to learn special ways of expression and technical languages of different subject matters because they are supposed to use the target language to develop their academic skills. In this sense, grammar learning is still very important for the DLI classroom. Perhaps, in most cases, students in the DLI class are supposed

to acquire the grammar and syntax rules and the vocabularies of Chinese language naturally through sufficient daily communication and comprehensible input in the DLI class like the way they acquire their first language (English). This method is what Krashen (1982, p.137) mentioned as "the natural approach". In this process, students are supposed to acquire the rules of Chinese grammar and Chinese vocabularies of subject content unconsciously without even notice them. As mentioned by Krashen (1982, p.139), an advantage of the natural approach is that students' anxiety of learning the target language is reduced and students' motivation of the learning the target language is high. It is because the teachers who use the natural approach prefer to conduct effective classroom communications and tend to use pictures, videos and/or other visual aids to demonstrate the meaning of the new words and content of the class. At the same time, teachers who use this approach are also supposed to tap students' prior knowledge on the target language and subject content learning they have learned before. In addition, teachers may also like to integrate classroom discussions on the issues that students concern about with the subject content learning. All of these measures can make language, literacy and subject content learning in the DLI class more interesting and comprehensible. Thus, it is highly possible that the teachers in the DLI class generally tend to use natural approach to teach the Chinese language and literacy along with the subject content.

Perhaps, the most important part of target language learning in the DLI program is learning the vocabularies of the subject content. According to Chen (2008), in teaching CSL, the teacher usually prepares a vocabulary list for the CFL/CSL learners. The vocabularies on the list are carefully arranged according to their categories, topics, types of objectives they described, and parts of speech. In a Chinese-English DLI classroom, such a method can also be used in order to help students understand and memorize technical and professional vocabularies of their subject content. For example, when a teacher of DLI program teaches a social studies class that introduces presidential or mayor election in the US, instead of just providing students texts to read at first, the teacher may consider introducing the vocabularies at first by categorizing the vocabularies related to the topic of election such as "candidates (候选人)", "mayor (市长)", "vote (投票)", "voters (选民)", "president(总统)", "queue (排队)", "polling

station (投票站)" and "win (获胜)", etc.. The teacher can categorize those vocabularies according to the parts of speech like noun and verb. To help students memorize those words, the teacher can also categorize the words according to meanings such as official positions, the processes of the election.

The teacher in the DLI program may also use pictures to demonstrate the meaning of a word. After demonstrating the writing, pronunciation, meaning and usage of the new Chinese characters or words, to help students consolidate their memory of the writing, pronunciation, meaning and use of the new words that they just learned, the teacher can also use flashcard games is that every student participate in the activity of vocabulary review. For example, the teacher can have vocabulary competition in the classroom. The procedures of the flashcard vocabulary game is that the teacher show students a flashcard with a picture depicting the meaning of a word on it at first, and then the teacher asks students to tell its pronunciation, meaning and usage, and the student who first gives the correct answer receive one bonus point. After the procedure of asking students the pronunciation and meaning of the words, the teacher can then deliver each student a vocabulary-exercises sheet, which requires students to draw pictures to depict the meaning of the Chinese characters they had just seen as well as to write each word with the strokes in the right order. For the students at the higher levels, the teacher can also encourage students to use the Chinese characters to make words and use words to make sentences.

Another useful vocabulary teaching method is total physical response (TPR). Instead of just orally telling students the meaning of a Chinese word, the teacher can act out the meaning of a word at first and then encourage students to act out the meaning. This method should be very useful in the DLI class, since because of the language barrier, the native English-speaking students may not understand the teacher's oral explanation of the vocabularies, so using body motion or hand gestures to act out the meaning of the words may turn out to be a feasible method to let all of students know the meaning of words. However, the limitation of this method is that it might be difficult to act out words with complex or abstract meanings.

Section 2.7.3 teaching Chinese characters and words- developing morphological awareness.
The most difficult part in teaching Chinese language to both CHL and CFL learners is in teaching Chinese

characters and words. Chinese words are based on morphemes while English words are based on phonemes. When a teacher teaches English, he can ask students to read aloud each English word correctly, so that students can roughly derive the spelling of each English word. However, when teaching a morpheme-based language such as Chinese, this method is not so effective because, unlike English, for many Chinese characters there are not many connections between their pronunciation and their writing (Liang, 2016). Thus Chinese teachers must improve students' acuity to distinguish different characters rather than only asking students to pronounce each character correctly. When teaching Chinese, making students recognize and understand the meaning of Chinese characters is the most primary task (Guo, 2011).

Similarly, Koda, Lu, and Zhang (2008) discuss the importance of teaching morphological awareness among the CHL and CFL learners. Since morphemes provide grammatical, syntactic, and semantic information, this ability is essential in identifying a word's category, inferring the meaning of an unfamiliar word and accessing stored lexical information. As mentioned by Koda et.al (2008), when CHL and CFL learners have this ability, they can dissect, identify, and manipulate morphemes in printed words, which assists them to infer the meaning of their unfamiliar characters and to assess scored character information.

In a language, there are two kinds of morphemes: free and bound. The free morphemes can stand alone to function as words and express actual meanings, while bound morphemes can only be attached to another part of a word and normally express tense, voice, form, pronunciation, or part of speech. For the Chinese language, the bound morphemes can be "semantic radicals," while free morphemes can be used as "single-unit characters." As Koda et.al. (2008) mentions, 80% of the Chinese characters are compound characters consisting of two functionally identifiable radicals: the semantic radicals and phonological radicals. The semantic radicals provide semantic meaning while phonological radicals convey phonological information. There are approximately 1,100 phonetic radicals and 190 semantic radicals. As mentioned by Chen (2008), it is important to note that unlike phonograms such as English and French, the orthography of which are based on the tens fixed phonetic syllables, the phonetic radicals of the Chinese characters are not fixed which means any phonetic radical of a Chinese character can also be a semantic

radical in other characters. For the CFL learners, especially for the native English-speaking students, there is no easy way to learn the morphology of Chinese characters as well as their pronunciations and the meanings. Through comparing and contrasting Chinese language and CFL learners' native language, the CFL learners can realize that the writing, pronunciation and the meaning of each Chinese character belong to 3 separate systems that they need to learn one by one.

Simply memorizing those phonetic and semantic morphemes of Chinese language is already a difficult task. However, not all of the Chinese characters are compound characters which are formed by both semantic and phonological morphemes. There are also many characters (which are free morphemes) in Chinese that do not include any phonological radical but can stand alone and express actual meanings. To make matters worse, most of the Chinese words are made up of two or more characters. So the Chinese learners need to learn the countless combinations of those Chinese characters. The CHL and CFL learners also need to learn the Chinese grammar and syntax (formation of a sentence) as well as the literacy skills to construct paragraphs and compositions in Chinese. All of these factors make the Chinese language one of the most complex and challenging languages in the world to learn.

However, language learning starts with learning simple characters and words. Koda et. al. (2008) argue that in order to learn Chinese characters, CHL and CFL learners also need to have the phonological awareness that allows them to be able to identify and analyze those phonological and semantic radicals. The CHL and CFL learners also need to memorize the writings of those characters that can stand alone (the single-unit characters) which serve as the building blocks to form other compound characters. By doing so, they can predict the meaning as well as the pronunciation of the characters they encounter.

However, it is an arduous task for CHL and CFL learners to learn the morphology of the Chinese characters because their prior knowledge of English language system could interfere with their learning the Chinese characters (linguistic interference) (Weinreich, 1953) and erode their motivation to learn those characters. It is also not easy for the CHL learners to develop morphological awareness in the CHL schools and DLI program (Koda et.al. 2008).

Through studying the textbook used in CHL schools as well as the Chinese textbooks used by students in China, Koda et.al. (2008) found that the quantity of characters (corpora) in the CHL textbook

is far from sufficient to help CHL learners develop morphological awareness. To tackle this problem, it is necessary for the Chinese teachers to focus more on teaching Chinese characters, especially those fundamental single-unit characters as well as the semantic and phonetic radicals of compound characters. By explaining to CHL and CFL students the structure, meaning, and pronunciation of those commonly-used characters, the teacher can help them develop morphological and phonological awareness.

Learning Chinese characters is a "bottleneck" of the CFL learning due to the special characteristics of Chinese characters (Chen, 2007). As Chen mentions, Chinese characters are based on the semantic iconography and pictograms which makes the writing difficult especially for the native English speakers. Chen (2007) suggests three principles to make learning Chinese characters easier for the beginning CFL learners: (1) prioritizing the recognition of Chinese characters rather than writing of the characters, (2) learning Chinese characters from easy to difficult and from simple to complex based on the number of strokes and the structures of Chinese characters, and (3) learning strokes, radicals and the whole Chinese character consecutively. The first principle is also very beneficial for students and teachers in the Chinese-English DLI program. In the Chinese-English DLI program, students focus on learning the content of the social studies, math and science subjects which are taught in Chinese and they may not have a separate Chinese language class to teach them the Chinese language and literacy specially. So, teachers actually do not have time to teach the writing of Chinese characters. The first principle requires teachers to focus on helping students recognize and read the Chinese characters rather than learn the writing of Chinese characters by rote, so students will naturally concentrate more on the meanings of the Chinese characters and words on the reading materials in their social studies, math and science classes rather than the learning the writings of complex Chinese characters.

In my research, I also studied how Chinese teachers in the Chinese-English DLI program teach students the writing, pronunciation and meaning of Chinese characters and words, and develop students' Chinese literacy skills through the teaching of the school subjects.

Students in the DLI program need to master many Chinese words in order to understand math and social studies subjects content which is taught in the Chinese language. It is very important to know how Chinese teachers in the DLI program help students overcome the difficulties of learning Chinese

characters and words in order to develop their Chinese literacy skills and help them succeed in their school subjects study. Thus, I investigated instructional materials, homework and assignments that help students understand Chinese words and develop Chinese literacy skills.

The *Syllabus of Graded Chinese Vocabularies and Chinese Characters* was edited by the HSK (Committee of Chinese Language Level Test) of P.R. China which helps CFL learners prepare for the Chinese Language Level Test (HSK) administered by the Confucius Institute (Hanban) of China. Chen (2008, p.69) mentions that *the Vocabulary List for Chinese Language Levels and syllabus of graded Chinese Characters* (汉语水平词汇与汉字等级大纲) divides CFL vocabulary learning into 3 stages. In the first stage (beginning stage), the CFL learners need to master 2,500 Chinese words so as to develop basic skills to conduct daily communication. In the second stage, students need to master another 2,500 words in order to read and understand the normal content in the Chinese newspaper and radio. It is not until the third stage that students begin to fully understand non-professional articles on the newspaper and broadcast on the radio. In the third stage, students need to master another 3,000 Chinese words in addition to the second stage. So as mentioned by Chen (2007), we can image that in the ordinary CFL classroom, CFL students need to master more than 8,000 Chinese words before they can begin to learn the professional and technical Chinese vocabularies.

Obviously that the Chinese-English DLI class does not follow the stage model of CFL vocabulary learning because students in the DLI program learn both basic Chinese vocabularies for conducting daily communication and the professional/technical Chinese vocabularies for learning the school subjects content simultaneously. So, the education model of the DLI program should be a breakthrough and innovation for the overseas CFL education.

Section 2.7.4 the whole language approach and balanced approach. Using the whole language approach and balanced approach in teaching English and second language literacy is another feature of the DLI program.

The Chinese-English dual language immersion program is a bilingual education program that integrates language learning with the content of school subjects (Ovando and Combs, 2010). The

integration of language and content represents a new trend in ESL education. Similarly, in dual language immersion programs, the integration of the minority language and English learning with content areas has benefits. As mentioned by Soltero (2004), by integrating content areas (math, science, social studies, and fine arts) and language arts (listening, speaking, reading and writing), teachers provide students with opportunities to simultaneously develop academic and language skills and are thus better able to cover the entire curriculum and as well as second language objectives.

In terms of teaching of language arts, many ESL and bilingual education programs use whole language approaches. According to Ovando and Combs (2010) whole language approaches focus on use of authentic language that is meaningful to students, proceeding from whole to part, integrating development of multiple language modes and domains. Soltero (2004) mentions that the whole-to-part process helps students build background knowledge and vocabulary, links students pervious experiences to the learning tasks and scaffolds their academic and linguistic development. By incorporating teaching of language arts with students' subject content, it creates a meaningful context for the students to learn literacy skills or language arts of the target language.

Dixon and Tuladhar (1996) summarize about the 5 advantages of the whole language approaches: (1) reading and writing in a meaningful context; (2) based on learners' prior knowledge of oral language; (3) use of local materials; (4) development of writing skills; (5) based on learners' needs, interests, skills, and progress. The whole language approach focuses on all aspects of language learning (listening, speaking, thinking, remembering, reading and writing) and it believes that these aspects are interrelated and interact with each other. As Ovando and Combs (2010, p.157) quote from Willis (1995),

> Whole language focuses on using language and meaning first, getting students to write early and often, accepting invented spelling for the beginners but expecting conventional spelling as students advance in the writing process, exposing students to high-quality literature and authentic texts from diverse writing genres, allowing students to make choices in reading and encouraging all to be voracious readers.

Whole language approaches have advantages over traditional part-to-whole approaches. Ovando and Combs (2010) mention that the traditional part-to-whole approach focus on mastering the isolated units of language such as sounds, letters, grammar rules, and word as the first step in learning a language. However, the whole language approach focuses on meaning at first and then parts come naturally later, as

students are ready to ready to focus on the detail of the language, through reading authentic text and their own writing. It appears that, especially for the beginning language learners, the whole language approaches aim at preserving and maximizing students' interests and motivation to learn the literacy skills of the target language by preventing them from being eroded by learning the "boring" or difficult parts of a language such as sounds, phonics, letters (strokes), characters, and grammar rules of a language.

In short, the whole language approach is learner-centered, for its curriculum not only focuses on the meaning of the language and literacy text for students and it constantly negotiates to meet students' interests and needs, but also the curriculum builds upon students' prior knowledge, life and cultural experiences and background, so that the whole-language approach appreciates students' cultural and linguistic diversity.

The balanced literacy approach is another literacy instructional approach used in the ESL, dual language programs as well as ordinary English language arts classes. According to Tompkins (2010, p.1), in a balanced approach, teachers integrate instruction with authentic reading and writing and experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning.

Tompkins (2010) summarizes 10 components of the balanced approach: reading, literature, phonics and other skills, content-area study, strategies, oral language, vocabulary, writing, comprehension and spelling. The balanced literacy approach combines the strongest elements of the whole language approach and part-to-whole approach. Like the whole language instructional approach, the balanced approach also incorporates literacy skills learning with content-area study and nicely integrates the objectives of whole language approaches and part-to-whole approaches. As mentioned by Brotherton and Williams (2002), the balanced approach includes the activities such as reading aloud, guided reading, shared reading, interactive writing, shared writing, reading workshop, writing workshop and word study. As Tompkins (2006, p.24) quotes from Spiegel (1998),

> A balanced approach to literacy is a decision-making approach through which teachers make thoughtful and purposeful decisions about how to help students become better readers and writers. The balanced literacy approach is built on research, view teacher as an informed decision maker who develop a flexible program, and is constructed around a comprehensive view of literacy.

Tompkins (2010, p.20) further explains the details of components of balanced literacy program. As the Table 2.7.4.1 below illustrates:

Table 2.7.4.1. Components of the Balanced Literacy Approach

Components	Description
Reading	Students participate in a variety of modeled, shared, interactive, guided, and independent reading experiences using books.
Phonics	Students learn to use phonics to decode and spell words. In addition, students learn other types of skills that they use in reading and writing, including comprehension, grammar, reference and study skills.
Strategies	Students use problem-solving and monitoring behaviors called strategies as they read and write.
Vocabulary	Students learn the meaning of words through wide reading as well as by posting key words and thematic units on word walls and by participating in vocabulary activities.
Comprehension	Students choose appropriate reading materials; activate background knowledge and vocabulary; consider the structure of the text; make connection to their own lives, to the world, and to other literature; and apply reading strategies to ensure they understand what they are reading.
Literature	Students read and respond to a variety of fiction and nonfiction text as part of literature focus units, literature circle and reading workshop.
Content-Area Study	Students use reading and writing to learn about social studies and science topics in content-area units. They read content-area textbook as well as stories, informational books, and poetry, learn to conduct research, and prepare projects to apply what they have learned.
Oral Language	Students participate in oral language activities as they work in small groups, participate in grand conversions and instructional conversations and present

	oral report. They also listen to the teacher during read-aloud, mini-lessons, and other oral presentations.
Writing	Students use informal writing when they write in reading logs and other journals and make graphic organizers, and they use the writing process to write stories, essays, reports, and poems.
Spelling	Students apply phonic, syllabication, and morphemic analysis skills to spell words.

Table 2.7.4.1. Components of the Balanced Literacy Approach. Adapted from *Literacy for the 21 Century: A balanced Approach* (Fifth Edition) (p.20), by G. E. Tompkins, 2010, Boston: Pearson. Copyright 2010 by Pearson.

The components of Tompkins' (2006) balanced literacy program indicates that the balanced literacy is a comprehensive literacy approach. The program not only includes basic language skills such as phonics, spelling, reading, writing, and oral language, but also connects language skills with real-world context such as content-area study, students' daily oral communication as well as literature appreciation. To help the teacher scaffold children's reading and writing practice, Tompkins (2006, p.26-29) also provides detailed descriptions on activities for the balanced literacy program, these activities including modeled reading and writing, shared reading and writing, interactive reading and writing, guided reading and writing and independent reading and writing.

Table 2.7.4.2. A Continuum of Literacy Instruction

Literacy activities	Descriptions
Modeled reading and writing	Teacher provides the greatest amount of support when he demonstrates or models how expert readers read and how expert writer write. **Reading:** Teacher reads aloud, modeling how good readers read fluently and with expression. Books too difficult for students to read are used. (e.g. reading aloud to students and listening centers)

	Writing: Teacher writes in front of students, creating the text, doing the writing and thinking aloud about writing strategies and skills. (e.g. demonstrations)
Shared reading and writing	**Reading**: teacher and students read books together, with students following as teacher read and then repeating familiar refrains. Books students can't read by themselves are used. **Writing:** Teacher and students create the text together; then the teacher does the actual writing. Students may assist by spelling familiar or high-frequency words. Example, Language Experience approaches
Interactive reading and writing	**Reading:** Teacher and students read together and takes turns doing the reading. The teacher helps students read fluently and with expression. Instructional-level books are used. (e.g. choral reading and readers theater). **Writing:** Teacher and students create text and share pen to do writing. Teacher and students talk about writing conventions (e.g. interactive writing and daily news).
Guided reading and writing	**Reading:** Teacher plans and teaches reading lesson to small, homogeneous groups using instructional-level books. Focus is on supporting and observing students' use of strategies (e.g. guided reading groups) **Writing:** teacher plans and teaches lesson on writing procedure, strategy, or skill, and students participate in supervised practice activities (e.g. class collaboration).
Independent reading and writing	**Reading:** Students choose and read self-selected books independently. Teachers conference with students to monitor

	their progress. (e.g. reading workshop and reading center) **Writing:** Students use the writing process to write stories, informational books and other compositions. Teacher monitors students' progress. (e.g. writing workshop and writing centers)

Table 2.7.4.2. A Continuum of Literacy Instruction. Adapted from *Literacy for the 21 Century: A balanced Approach* (Fifth Edition) (p.21), by G. E. Thompkins, 2010, Boston: Pearson. Copyright 2010 by Pearson.

Through conducting different instructional activities, balanced literacy aims at improving students' literacy skills directly especially reading and writing skills. As for how to conduct balanced literacy in the dual language classroom, Cloud (2000, p.103) provides a real example from a Spanish-English Dual language program in a Texas elementary school. Cloud mentions that the balanced literacy approach has been used very effectively in teaching both English and Spanish literacy at that the school. The balanced literacy approach used by that school has five consecutive parts:

Part 1: The teacher chooses the suitable story books for students and helps students familiarize with the new vocabularies on the book. The book should be rich in vocabularies. Students are asked to predict the meaning of the vocabularies at first, and then the teacher reads aloud the book page by page to students while discussing about the meanings of the vocabularies and plots of the book.

Part 2: Students learn to write down their feelings and their personal feedback on what they feel is important or interesting about the story on a chart paper. For example, students can write down their feelings about a character in the story or a summary of the plots.

Part 3: The teacher asks students to write down their questions about the story beginning with a sentence structure like "I wonder..."

Part 4: Students discuss the connections of the story to their own lives and then they are required to write them down by using the sentence structure like "This reminds me of...".

Part 5: Presentation. Students read aloud their own compositions of their reflections about the story.

The teacher uses the balanced approach to teach literacy skills (reading and composition writing). In this process, different literacy activities such as guided reading and writing have been used. As balanced literacy activities, different literacy activities have been conducted. Students not only read the story book, learn the new vocabularies, and write their personal reflection, but also participate in the classroom discussion and thus can exercise their listening and speaking skills. The balanced literacy approach aims at cultivating students' listening, speaking, reading and writing skills in a balanced way. Accordingly, a literacy class is divided into different parts, as the case mentioned by Cloud (2000), in part 1 students recognize and learn the new words in the story book; in part 2 students intensively read the story and write down their feelings or feedback about the story; in parts 3 and 4, students learn the new grammar structures and use them to make sentences, and then write down their own stories related to the story they read; in part 5, students orally present their personal reflections about the story they read. Thus, in a balanced literacy class, different literacy activities are systematically integrated so that students' literacy skills can be improved simultaneously.

However, Thompkins' (2006, 2010) balanced literacy approach neglects an important component of literacy - culture. Culture is an important component in language and literacy instruction. First, before conducting instruction, the teacher should consider students' prior knowledge and cultural experience as the whole language approach suggests. Language minority students bring their own cultural and linguistic capital from their families and communities to the classroom. Their teachers can make use of students' unique cultural resources to develop teaching and learning materials and incorporate them into the curriculum of the class. Second, in the dual language immersion program, students learn not just language and literacy skills, but are also expected to acquire different aspects of cultural knowledge covering wide fields such as language communication, sociology, history, literature, geography and anthropology. A language teacher in the dual language immersion program cannot ignore the important roles of culture in students' language learning. In a dual language immersion program, the diffusion of cultural knowledge is more likely to take place in the instruction of school subjects such as social studies and world language class.

In this research, I did not just explore whether or how teachers in the Chinese-English DLI program

plan to use balanced literacy approaches to teach Chinese literacy skills to students, but also how they incorporate content-area teaching with cultivating students' Chinese literacy skills and cultural awareness through the teaching of social studies and conducting extracurricular activities such as "multicultural night" and festival celebrations. I also explored how teachers were intended to use Chinese culture in classroom teaching and community activities. By studying teachers' lesson plans about teaching Chinese literacy and culture, I obtained information about how teachers intended to teach and how students were supposed to learn Chinese literacy skills, as well as how the DLI program aimed at developing students' cultural awareness in the DLI program. I studied the teaching and learning materials that has been used or intended to use in the DLI program (such as textbooks and audio-visual e-learning materials) via content analysis. I found that the materials not only teach students about subject content, but also aims at cultivating students' Chinese literacy skills.

In the overseas Chinese language education, Chinese cultural content is an indispensable part of the instruction. As Chen (2008) mentions, the cultural content of a language class includes 3 aspects: (1) cultural content of texts on the textbook (which may or may not related to language learning), (2) cultural components related to the vocabularies and syntax of the language, (3) the cultural components related to the language using or pragmatics of the language. Chen (2008) gives interesting examples to demonstrate the importance of "culture" in the Chinese language learning.

Example: 长城像蛇一样。(the Great Wall looks like a snake.)

The sentence above, which is grammatically correct, was made by a Chinese as a foreign language (CFL) learner. However, for most Chinese people the Great Wall is hallowed and solemn. For the 5000 years of Chinese history, the Great Wall protected Chinese territory from being occupied by the nomadic groups from the north. There were many wars and deaths related to the Great Wall. So, the Great Wall has special symbolic meaning in the Chinese culture. As a result, Chinese people often would like to compare the Great Wall to a dragon rather than a snake. The "dragon" is also hallowed and powerful in Chinese culture while "snake" is not. The CFL learners who do not know about the cultural connotations of the Great Wall and dragons tend to compare the Great Wall to a snake which often makes people from China

feel uncomfortable.

Another example is the way Chinese people greet others. The Chinese people often say "你吃了吗？" (literally means "have you had dinner?") or "你去哪？" (literally means "where do you go?") to greet others. However as mentioned by Chen (2008), the true purpose of the greeting is not asking whether the person had dinner or where the person will go, but just greeting. So, the CFL learner who did not know this cultural custom may interact inappropriately.

Li (2006) mentions two ways that can integrate cultural content into the overseas Chinese language education: (1) directly opening Chinese cultural classes that introduces China, Chinese history, society, economy and so on, (2) incorporating the cultural content related to the Chinese language while teaching the language. The advantage of the first type of the cultural class is that it can systematically introduce the society, history and culture of China. However, the disadvantage of this approach is that it focuses on teaching Chinese culture and it may not teach Chinese language and literacy skills. So, for some students who just want to learn Chinese language but not Chinese culture, this approach may not be helpful to them. As Li (2006) mentions, teaching Chinese culture related to the language itself is a better way since it can tackle the cultural obstacles that impede language learning. In this, Li (2006) points out six aspects of Chinese language cultural elements that may increase the difficulties of learning the language: (1) vocabularies related to the specific natural landscape and geography of China (2) vocabularies related to the certain types of material life of Chinese people, (3) vocabularies related to some special social and economic systems of China, (4) vocabularies related to the spiritual life, (5) vocabularies related to the special social custom, etiquette and mindset of Chinese ethnic groups, and (6) special habits of language usage caused by different ways of thinking in the Chinese people.

So, in overseas Chinese language education, Li (2006) has a specific perspective on teaching Chinese culture - focusing on teaching the cultural elements directly related to Chinese language usage and communication. It is obviously that Li's suggestions cannot be fully adopted by the Chinese-English DLI program because the DLI program teaches not just Chinese language, but also the school subjects such as social studies, as well as math and science. So students are also supposed to acquire Chinese

culture in the context of their school subjects. Li's (2006) suggestions on teaching Chinese cultural elements related to language usage and communication are more suitable to be adopted in the Chinese classes that only teach Chinese language and communication skills and for the Chinese as foreign language learners who have no exposure to Chinese culture in their daily lives. Nowadays, even as Li (2006) himself mentions, there is a trend for more and more Chinese cultural content to be taught in the Chinese language classes and the Chinese cultural content is not always related to language learning itself. Obviously, the overseas Chinese learners have different reasons for learning Chinese, some learners just want to learn and improve Chinese oral communication and literacy skills, while other advanced learners are more interested in learning Chinese cultural content from wider perspectives such as Chinese history, arts, literature religions, philosophy, food and architecture. Thus it depends on the needs of Chinese learners as well as the curriculum of the school to decide what types of Chinese cultural content should be taught in the Chinese classes (Zhao, 2004). For the Chinese-English DLI program, teachers are required to follow the curriculum of the K-12 school, so it is necessary for teachers to document a plan of teaching Chinese language and culture that is related to the K-12 school curriculum by focusing on specific types of Chinese cultural content.

Section 2.7.5 cooperative learning. Another teaching method that can be used in the DLI, bilingual or ESL classroom in teaching language, literacy and culture is cooperative learning mentioned by Ovando and Combs (2010) and Soltero (2004). Cooperative learning refers to many ways to structure a class in small, heterogeneous student groups to accomplish individual or group goals for learning that require cooperation and positive interdependence (Ovando and Combs, 2010). Soltero (2004) mentions that the cooperative learning allows students to work together to accomplish shared learning goals and to jointly solve problems and complete assignments or projects. Cooperative learning requires effective grouping strategies and organizations in the bilingual and DLI classroom. In this, Soltero (2004) mentions about four types of grouping organizations in the DLI classroom: the whole class, small groups, pairs, and individual. Each category includes different instructional activities such as reading and writing projects, role-play, drama, films, peer tutor, partner reading, peer editing, and peer tutors.

The cooperative learning in the CHL or DLI classroom is a good praxis of student-centered

pedagogy which requires teachers to share power with students. A teacher no longer dominates the whole class, and instead, students help each other in doing different literacy activities such as drama, role-play, learning center, jigsaw learning, literature circle, guided reading, communicative games, peer editing and peer tutoring, etc. As Soltero (2010, p. 92) mentions,

> This teaching and learning approach is highly effective for language development and dual language education because students share and support each other's learning in a socially and academically appropriate way.

Teachers in the cooperative learning classroom should be facilitators rather than simply knowledge providers. Teachers support and facilitate students to do these cooperative learning activities rather than simply teaching students certain static literacy knowledge and skills and promoting rote-learning. Teachers also need to monitor all the members of cooperative groups (Ovando, Combs, 2012). The cooperative learning makes the DLI instruction transactional, developmental, and learner-centered rather than transmission-oriented (Soltero, 2010).

Ovando and Combs (2012) provide a comprehensive introduction to the cooperative learning in the bilingual and ESL classroom by mentioning six principles of cooperative learning: (1) forming teams, (2) structuring team activities, (3) team and class building, (4) structures for learning, (5) evaluating student outcomes, and (6) coaching teacher colleagues.

First, in the bilingual and ESL classroom, student teams should be formed heterogeneously to make sure a mixture of students of different gender, ethnicity, language, proficiency, and academic achievement levels form a team. The benefits of heterogeneously grouping is to maximize opportunities of intercultural communication as well as peer tutoring (Ovando and Combs, 2012). However, at times a bilingual and ESL classroom still may have homogeneous grouping strategies especially when the beginning ESL students gather together to receive special content instruction tailored to their English proficiency. Generally speaking, as Ovando and Combs (2012) mention, heterogeneity should be a general principle of the grouping which can help to create more opportunities to promote cooperative learning in the bilingual and ESL classroom. Second, team activities need to be carefully planned ahead of time. Ovando and Combs (2012) also mention about assigning different roles (such as recorders, presenters, material monitors, cheer-leaders, equalizers, and encouragers, etc.) to the team members in the cooperative

learning tasks. Third, the teacher should create an optimal structure of learning in the classroom to allow every student to receive the teacher's attention and to participate in the cooperative learning activities. To achieve this objective, Ovando and Combs (2012) and Soltero (2004) describe the Jigsaw method in teaching literacy and subject content. According to Soltero (2004), Jigsaw is a cooperative learning strategy that engages all students in a group to increase their comprehension by discussing the content of the text, setting the purpose, and using problem-solving strategies to understand difficult texts. The Jigsaw method can be used in the tasks of texts reading and classroom discussion. Soltero (2004) outlines the steps of the Jigsaw method (with text reading task as an example):

(1) Grouping students in base groups of four;

(2) In each base group, each student will be given a number (1 to 4), and each number is responsible for reading and discussing one specific section of the text, for example, all students with number of 1 are responsible for reading, understanding and reporting back on the first paragraph of the text; the number 2 for second paragraph; the number 3 for the third paragraph; number 4 for the fourth paragraph;

(3) Regrouping: across different groups, students with the same number will form a new group and will read and discuss the same paragraph that they have been assigned;

(4) Returning to the original/base group: students return to their original group and each student reports or explains his or her paragraph to the other members of the base group.

As can been seen from the steps of the Jigsaw method, each student will discuss their designated paragraph of the text twice and each student will discuss his or her designated paragraph in both the original group and the new group. This method guarantees every student will be able to participate in the cooperative reading or learning tasks. However, there is one potential problem of the Jigsaw method that Soltero (2004) and Ovando and Combs (2012) do not point out. Since each student is only designated to read one section or paragraph of the text, but how can he or she encouraged to read other sections or paragraph of the text? It is obviously that this method needs to be modified in order to encourage students to read more sections of the text. It seems that this method is more suitable to help students deal with complex reading or study tasks that would otherwise consume a lot of time and

energy to complete. For a simple reading task, a teacher should encourage each student to read the whole text before assigning him or her a specific paragraph or section of the text for discussing and analyzing, so that each student will have an overarching understanding of the whole text beforehand. Another issue related to the Jigsaw method is that each student is going to discuss their designated section or paragraph in both a new group and the original group. It may be overly repetitive to ask each student discuss and report the findings of their designated section twice.

Another strategy for cooperative learning mentioned by Soltero (2004) is literature circle. In this strategy, students will read sections of a book and meet regularly to discuss key concepts, main ideas, supporting details, story sequence, and plot development. They will be put into different groups according to the literacy text or books that they choose to read. Students will also be assigned to different group roles such as discussion leader, illustrator, summarizer, literary luminary, and word detective. Every student performs a certain task when they have study meetings together.

Partner activities are also important components of cooperative learning. Soltero (2004) mentions that partner activities often engage two learners in a range of literacy and language experiences, such as reading to one another, discussing passages or stories, editing one another's writing, or coauthoring a text. Common partner activities include partner reading, think-pair-share and cross-age buddies. These partner activities have different format. According to Soltero (2004), partner reading pairs two students to read together, discuss the text, and sometimes answer or create questions about the selections. The think-pair-share allows students to think deeply about teacher's thought-provoking or open-ended questions on their own and discuss the questions with their learning partners. Cross-age buddies (tutoring) matches younger students with older, more knowledgeable students.

These partner activities allow students of different language backgrounds (such as foreign language learners, heritage language learners and ESL learners) and levels of language proficiency to talk about their ideas and interact with one another by using the target languages. It will not only help to develop students' four language skills, but also promote cross-cultural communication and mutual understanding among students of different language backgrounds in the classroom.

Cooperative learning aims at engaging heterogeneous students in learning the target language

and subject content. Through cooperative learning, students learn knowledge, skills, or strategies, or to

procedures in groups or in pairs, and then apply the knowledge or perform the skill, strategy, or

produce alone to demonstrate their individual mastery of the material (Soltero, 2004). One focus of my

study was to investigate the pedagogy and instruction in a CHL school and Chinese-English DLI

program in North Carolina. So, it was very important to investigate whether and how teachers in the

Chinese-English DLI program use cooperative methods to teach in the classroom in order to improve

students' target language skills as well as promote the learning of subject content. Through checking

teachers' lesson plans, I examined how teachers in the Chinese-English DLI program use the

cooperative learning method in the classroom.

Section 2.7.6 multi-literacies approach. Another part of my dissertation explored how teachers in

the Chinese-English DLI program incorporate multiple educational technologies such as PowerPoint slides,

video, digital material, software, games and online apps to facilitate students to learn Chinese language and

culture as well as subject content such as Math and Social Studies.

As mentioned by Vasudevan, Schultz & Bateman (2010), a multi-literacies approach to literacy

affords new opportunities of authoring texts through multiple modalities (e.g. visual, audio, spatial, and/or

behavioral) for meaning making processes. "Meaning making", according to Zittoun and Brinkmann

(2010, p.1809), refers to

> The process by which people interpret situations, events, objects, or discourses, in light of their
> previous knowledge and experience. It emphasizes the fact that in any situation of learning, people
> are actively engaged in making sense of the situation drawing on their history of similar situations
> and on available cultural resources. It also emphasizes the fact that learning involves identities and
> emotions.

Similarly, Ovando and Combs (2010) also mention that computers are too often used for

individualized drill and practice activities with low-level cognitive demand, or as rewards for completing

assignments, rather than as integral part of meaningful, complex thematic instruction. I examined whether

multiple educational technologies used in the CHL school and Chinese-English DLI program only

provide students opportunities for language skills drilling, exam preparation and rote learning on subject

content, or if those multiple technologies also create multiple authentic learning experiences for the

students to construct knowledge on target language and culture as well as help students understand and

make meaning on what they learn in the school. I also inquired whether these technologies also inspire students' higher order thinking and cognition.

As Ovando and Comb (2010) citing from Brown (1993) note "Bilingual teachers are interested in using technology but want to do so in a way that is consistent with their goals of encouraging students to actively and critically examine and question the world around them, all the while interacting with and teaching from one another and the community in which they live." Meaning making also require learners to associate what they learn in the school with learners' history of experience, and identity, as well as the funds of knowledge of their family and community".

So, I planned explore whether and to what extent that teachers in the CHL school and DLI program use multiple educational technologies for not just for creating enjoyable learning experiences for the CHL learners, but also to bridge what they learned in the school with their identities and life experiences in their family and community. I also planned to explore how different types of the educational technologies are used in both inside and outside of the class of CHL school and DLI program. However, from teachers' lesson plans and instructional materials I collected, I found the teachers in the DLI program were supposed to use very limited technologies such as PowerPoint slides, "iChinese Reader", and Quizlet in the classroom. These technologies generally provide students a platform to practice Chinese reading and writing as well as introduce students the content of the social studies class. Sometimes, teachers were also supposed to incorporate online games in the social studies class in order to help students consolidate what they have learned in the class.

Section 2.7.7 the curriculum of the Chinese-English DLI program in teaching the culture of the target language. As mentioned by Met (2012, p.37), in most Chinese-English DLI programs, the Chinese language and literacy curricula were guided by national and state standards. However, many DLI programs are beginning to consider the development of a curriculum for teaching Chinese language, literacy and culture. This part introduces 3 major types of curricula of Chinese-English DLI program: the Private School Model, the Yu Ying Charter School Model and the Utah Public School Model. These three models have many differences including the degree to which they follow the Common Core standards and state standards on school subjects, teacher flexibility in selecting the content of teaching, and the degree of innovation allowed in the curriculum and pedagogy (see Table 1). However, these models also have an important similarity. All of them focus not only on teaching Chinese language through the instruction of subject matter, but also focus on teaching Chinese cultural content and improving students' cultural competence (although in different degrees and ways).

Table 2.7.7.1. Comparisons of the Curriculum of Different Types of Chinese-English DLI Programs

	The CAIS Private (Independent)-School Model	The Yu Ying Charter-School Model	The Utah Public-School Model
Follows Common Core standards and state standards for the academic subjects	Low	Low	High
Allows teachers' flexibility in selecting the content of teaching	High	High to Medium	Low
Encourages innovation in the curriculum and pedagogy	High	High to Medium	Low

Allows Chinese and global cultural content in the curriculum	High	High	Low (concentrated in the secondary school grades)

Section 2.7.7.1 the private school model. The first Chinese-English dual language immersion program was established in 1981 at Chinese American International School (CAIS) in San Francisco. According to Chung (2015), the CAIS follows the 50%-50% model: K-5 students spent half a day with Chinese-speaking teachers and the other half of the day with the English-speaking teachers to study their academic subjects such as Chinese and English language arts, math, science and social studies. According to the CAIS (2016), the curriculum of the CAIS's dual language immersion program has three major goals: (1) proficiency in spoken and written Chinese, (2) achievement in core academic, and (3) Chinese cultural competence. Compared with Southside Elementary School, the curriculum of the CAIS has an obvious advantage - incorporating Chinese cultural content into its curriculum. The purpose of adding Chinese cultural content into the curriculum was to make students function comfortably, competently, and confidently in a Chinese cultural environment (CAIS, 2016). The curriculum of the CAIS follow a framework of CRP (Culturally Relevant Pedagogy) which consists of (1) academic success, (2) cultural competence, and (3) critical consciousness. By attending the CAIS, students are not only able to acquire the target language through learning the academic subjects, but are also able to have a better understanding of their community, world, Chinese culture and people. The Chinese cultural content in the dual language immersion program can also enhance mutual understanding between Chinese students and students of other backgrounds. More importantly, students will also develop cultural competence that allows them to function well in different Chinese cultural environments inside and outside the classroom. Chinese cultural content has been incorporated into the curriculum of CAIS through (1) curriculum content, (2) modeling of appropriate cultural practices by faculty and staff, (3) a deliberately created cultural environment, (4) special events and (5) international programs. In the CAIS, students should be able to get access to knowledge about Chinese culture throughout their time in the classroom, and the program further guides them to develop Chinese cultural competence. The teacher incorporates the

cultural content into the curriculum of school subjects. The teacher demonstrates different practices of Chinese culture such as making dumplings, cooking Chinese food, making Spring Festival Couplets, bowing to the senior citizens, etc. The school has special cultural events to celebrate Chinese festivals, such as the Spring Festival, Dragon Boat Festival and Mid-Autumn Day. During summer holidays, the school arranges for students to attend international summer camps in China.

In the middle school (grade 6 to 8) program, although there is no dual language immersion program in this level (all of the school subjects except Chinese language arts are taught in English), Chinese is still an important independent subject which focus on Chinese literature, cultural studies, and social studies. According to CAIS (2016), each day middle school students attend core academic classes including Chinese language arts and humanities, English language arts and social studies, math and science. The objectives of these core courses include global citizenship, culture, environment, innovation and creativity, human potential, and change and continuity.

Except for the courses that aim at cultivating students' Chinese literacy skills and develop awareness toward Chinese and the world culture, the school also encourages students to participate in the cultural activities that allow students to learn Chinese in an authentic context outside classroom. According to the Asia Society (2012), the CAIS arranges students to have educational trips to mainland China and Taiwan as well as field trips to the Chinatown of San Francisco and Asian Arts Museum. These activities not only create opportunities for students to use Chinese language in an authentic context, but also expand students' opportunities to further learn Chinese culture and develop cultural awareness.

So, the CAIS is an excellent Chinese-English dual language immersion school because the curriculum of CAIS is cultural and world mediated as well as student-centered focusing on (1) change and continuity, (2) environments, (3) global citizenship, (4) self-development, (5) culture and (6) innovation and creativity (CAIS, 2016). According to the curriculum, students in CAIS will not only be able to learn how to read, write and speak in Chinese and English, but also able to develop a very deep understanding of the Chinese and world culture as well as the culture of their community and society. In addition, the courses that focus on global citizenship and culture will help students to develop positive relationships with other people of their community, society, their country and the world. Students in the CAIS school

will also acquire cultural competence that will allow them to function effectively and become qualified global citizens in this changing world.

However, it is important to note that the CAIS is an independent school that is free from the restriction of the Common Core standards as well as state standards for the academic subjects. The teachers have considerable flexibility to incorporate Chinese cultural content into the curriculum of the academic subjects and develop students' cultural competence and global citizenship. The high-quality Chinese education in the CAIS also comes at a high price. As an independent school without governmental financial support, students have to pay a large tuition fee of approximately $27,400 per year for Pre-K to 5th grade, and $28,100 per year for grades 6 to 8. Not every family can afford such a school. Most of the dual language immersion programs, like the case of Southside Elementary School, are public schools that are free of tuition and funded by school district education board. However, their curriculum is subject to the Common Core standards as well as the state standards.

Section 2.7.7.2 the Yu Ying Charter School model. In the Washington D.C. area, Yu Ying Public Charter School provides a Chinese-English dual immersion program with an inquiry-based IB (International Baccalaureate) Curriculum for primary school students from pre-K to grade 5 (Yu Ying Public Charter School, 2016). Like CAIS, the curriculum follows a "50%-50% every other day model" on teaching Chinese and English- one day all subjects are taught in English, while the next, all subjects are taught in Chinese.

As mentioned by the Asia Society (2012), in order to develop students' Chinese literacy skills, the Yu Ying Public Charter School has several unique programs such as an after-school program on Chinese language and culture, a language arts program and an easy-to-implement Chinese writing program. To measure students' Chinese proficiency, the school has developed assessment standards (the Chinese Running Records Assessment Kit and the Guided Reading Program) which stipulate requirements of students' vocabularies, reading, writing skills for each grade level. The Yu Ying Public Charter School also focuses on developing students' literacy skills, for each grade level. Multiple literacy activities such as Word Work, Read to Self, Listen to Reading, and Guided Reading are carried out in the classroom to improve students' literacy skills. Students in the Yu Ying School develop their literacy skills in both

Chinese and English.

   Another characteristic of Yu Ying Public Charter School is its IB program. According to International Baccalaureate Organization (IBO) (2016), the IB programs aim to develop international mindedness in a global context. To achieve this grand objective, a very important mission of the IB program is to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The IB program proposes that by learning another language and using that language to communicate with people of another culture, students can promote intercultural understanding and mutual respect among people of different cultures.

   The IB curriculum also stresses global engagement. According to the IBO (2016), global engagement means that students and teachers are encouraged to explore global and local issues and seek solutions. So, the IB curriculum is another type of world-mediated education as it promotes multiculturalism, intercultural understandings, and students' awareness of global issues and encourages them to seek creative solutions.

   The Yu Ying Public Charter School was founded in 2008 by Chinese parents dedicated to establishing a world-class Chinese immersion school in the D.C. area. It is a primary school serving students from pre-kindergarten to 5th grade. By following the IB curriculum, the vision of Yu Ying Public Charter School is creating a strong community of learners who are confident in their ability to read, write and think in the Chinese and English languages and have intercultural understanding and respect. The vision of the Yu Ying school reflects the beliefs and ideas of its founders:

> At Yu Ying, we believe that Chinese-spoken by one in five people worldwide- is an important language for American children to learn, especially as U.S. economic and political connections to China becoming increasing intertwined. In addition, Yu Ying provides students with global competencies to prepare them for success in the real world. (Retrieved from the website of the Yu Ying Public Charter School, 2016)

   The Yu Ying Public School actually regards students' Chinese language skill as a resource and cultural capital that can help them to be successful in the global job market given the context that the economic and political connections between the US and China have become tighter in this globalized world.

   The mission of the Yu Ying Public Charter School also reflects the ideas of world-mediated education:

Inspiring and preparing young people to create a better world by challenging them to reach full potential in a nurturing Chinese/English educational environment (Retrieved from the website of the Yu Ying Public Charter School, 2016).

By creating a dual language program, the founders of Yu Ying Public Charter School believe that students can reach their full potential and they can create a better world in the future. To achieve this objective, Yu Ying School nurtures internationally minded students who are cross-cultural communicators, global thinkers, inquirers, risk-takers, principled, open-minded, balanced, reflective and, most importantly, caring for others in the world (Yu Ying Public Charter School, 2016).

The principles of the curriculum of the Yu Ying Public Charter School are very progressive and internationalized compared with the curriculum in the ordinary public primary schools in the US. For example, in North Carolina, the social studies curriculum for the grades 1-5 in public schools focuses students to know about their own community, the history of North Carolina and US, the core US values such as liberty, freedom, democratic participation, egalitarianism, and accommodation as well as domestic issues of the US such as immigration and race. The curriculum turns an insensitive eye to the issues of other countries (NC Department of Public Instruction, 2016).

It appears that the curriculum of Yu Ying Public Charter School opens students' minds and makes students look at the world and other countries that are undergoing tremendous changes in the context of globalization.

In most states, Chinese-English dual language immersion program in public schools use the same district and state English curriculum standards as the English programs at their school sites (Lindholm-Leary, 2010). However, the Yu Ying Public Charter School is really an exception. It does not blindly follow the Common Core standards and curriculum standards in the D.C. area; rather, it adopts an international IB curriculum. To some extent, it looks like a private school. The Yu Ying Public Charter School turns out to be successful. It has been recognized as a Tier-One or High Performing School by the DC Charter School Board. The other characteristics of the curriculum of Yu Ying Public Charter School is that through kindergarten to grade 5, students receive equal instruction in Chinese and English in all of its core courses such as Math, Social Studies, and Science (Yu Ying Public Charter School, 2016), which means students will learn all of their core courses in both Chinese and English. This practice is different

from Southside Elementary School which students learned math and social studies in Chinese, while English literacy, science, social skills and emotion and other non-core courses will be taught only in English.

However, how the Yu Ying Public Charter School implements its IB curriculum, how it incorporates Chinese and world cultural content into its curriculum and also the teachers and students' opinions about its curriculum are still important questions that need to be investigated. Hopefully more research will be done.

Section 2.7.7.3 **the Utah public school model**. In recent years, with the large influx of foreign immigrants, as well as the development of international trade, dual language programs developed rapidly across the US. Even in the landlocked state of Utah, there is the state level legislation to support dual language immersion program in the K-12 school. The Utah governor and legislators strongly supported the development of the dual language immersion program in the public schools. In 2008, the Utah Senate passed the International Initiatives (Senate Bill 41), creating funding for Utah schools to begin dual language immersion programs in Chinese, French, and Spanish (Utah Dual Language, 2016). The governor worked with the World Language Council and Language Summit to create a K-12 language roadmap for Utah. In 2010, governor Gray Herbert and the State Superintendent of Public Instruction issued a plan to implement 100 dual language immersion programs throughout Utah. The program was to enroll 30,000 students statewide.

The Utah has created a special model for the dual language immersion program:

Chart 2.7.7.3.1 Instructional model of Utah DLI program, grade 1-3
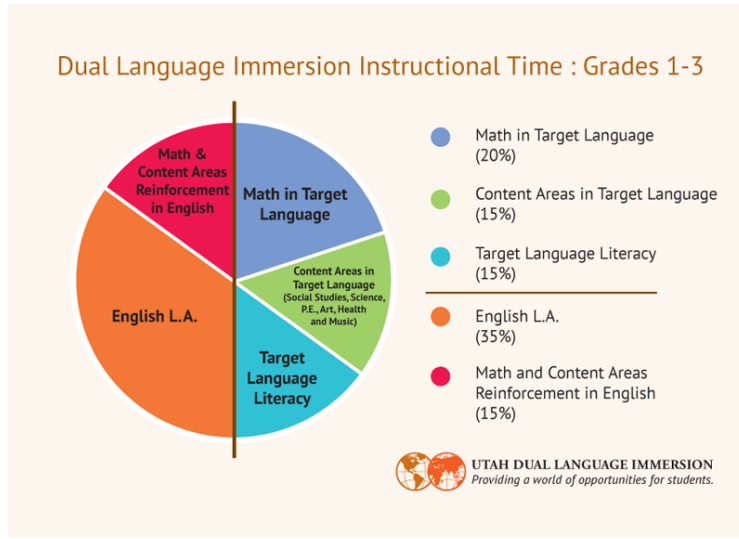
Chart 2.7.7.3.1 Instruction model of Utah DLI program, grade 1-3. Retrieved January 8, 2018, from http://www.utahdli.org/instructionalmodel.html. Copyright 2018 by Utah Dual Language Immersion.

Chart 2.7.7.3.2 Instructional model of Utah DLI program, grade 4-5*
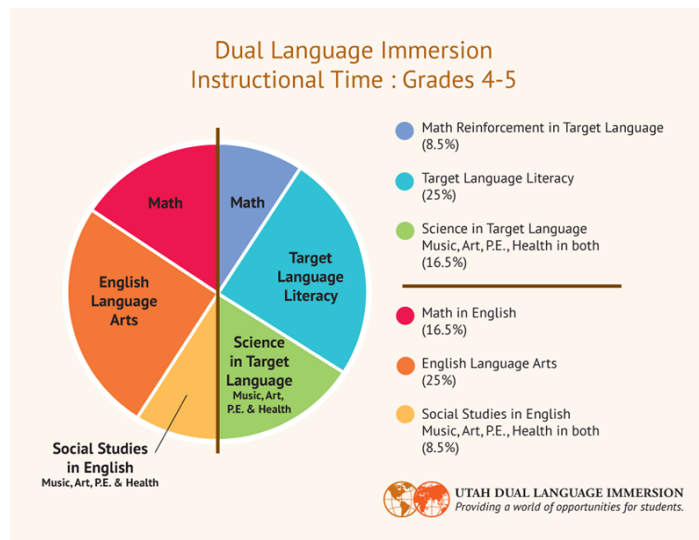
Chart 2.7.7.3.2 Instruction model of Utah DLI program, grade 4-5. Retrieved January 8, 2018, from http://www.utahdli.org/instructionalmodel.html. Copyright 2018 by Utah Dual Language Immersion.

Chart 2.7.7.3.3 Instructional model of Utah DLI program, grade 6*
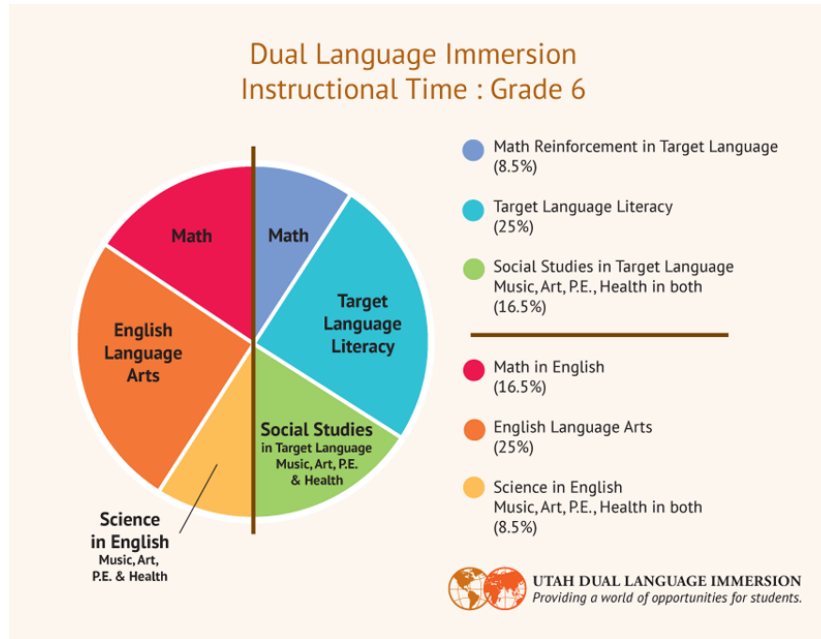
Chart 2.7.7.3.3 Instruction model of Utah DLI program, grade 6. Retrieved January 8, 2018, from http://www.utahdli.org/instructionalmodel.html. Copyright 2018 by Utah Dual Language Immersion

Chart 2.7.7.3.4 Instructional model of Utah DLI program, secondary grades*
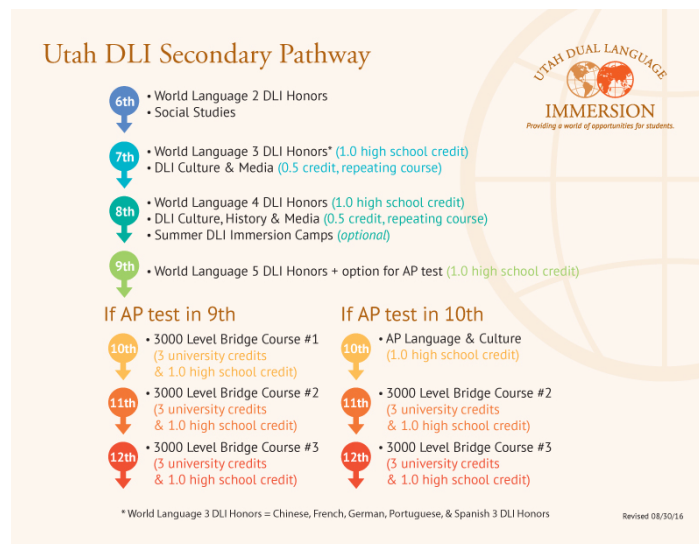
Chart 2.7.7.3.4 Instruction model of Utah DLI program, secondary grades. Retrieved January 8, 2018, from http://www.utahdli.org/instructionalmodel.html. Copyright 2018 by Utah Dual Language Immersion.

The charts above demonstrate instructional time allocated to the target language and English

instruction in Utah's dual language immersion classroom. In grades 1-3, students' content areas including social studies, science, P.E., art, health and music are supposed to be taught in the target language, math will be taught in both target language and English, in addition, students will also learn target language and English language arts and literacy as separate classes. In Grades 4-5, students will learn English language arts and social studies in English, science and target language literacy will be taught in the target language. Math, music, art, P.E. and health will be taught in both target language and English. In Grade 6, social studies and target language literacy will be taught only in target language, while math, music, art, P.E., and health will be taught in both English and the target language, and students will also learn English language arts in English only. For the whole primary school (through grade 1 to 5), students will have the chance to learn the major subjects such as math, social studies and science in both English and the target language. English and target language arts and literacy are offered as compulsory subjects for each grade.

To satisfy the needs of students who want to develop a higher level of foreign language skills, Utah also extends its dual language program into secondary schools. Secondary school students will have a World Language class and attend a course called Dual Language Immersion Culture History and Media, depending on their grade level. Throughout the secondary school, students will not only learn the target language, but also their study is focused more on the culture and history related to the target language groups. The program also focuses on helping them to prepare for target language AP test.

One important advantage of the dual language immersion program of Utah is that it has overarching objectives and a plan for students' target language skills development. The Dual Language Immersion in Utah public schools aims to establish second language proficiency at a level where students can connect it to a professional career and contribute to the state's global economic workforce. This plan stipulates the objectives of study at different levels of schooling. As mentioned by the Utah Dual Language Immersion program (2016), from Kindergarten to grade 6, the curriculum is focused on helping students acquire a broad base of content area language and vocabulary. From grades 7 to 8, the curriculum is focused on developing cognition skills and deepening cultural competencies. Grade 9 helps students prepare for the exams in order to support them to meet the admissions requirements for the upper division language study programs in universities. Grades 10 to 12 equip students with abilities to pursue jobs and careers related

to the target language and builds global competence.

According to the Utah Dual Language Immersion Program (2016) another advantage of the program is that it has special cultural studies courses related to target language learning. These cultural studies courses are taught in the target language completely. According to Utah Bilingual Education (2016), for the grade 7-9 dual language program, students can select two Honors literacy courses in grade 7 and 8, as well as another course called Culture and Media. It is important to note that the Honors literacy courses equip second language students with the ability to handle authentic literacy texts designed for native speakers. The Honors literacy courses consist of different themes such as global challenges, science and technology, contemporary life, personal and public identities, and beauty and aesthetics. These Honors literacy and cultural studies courses not only further develop second language learners' target language literacy skills, but also develop their cultural competencies and help them form a positive identity towards cultures of the world, so that they can become capable global citizens.

Moreover, the focus of the Cultural and Media course is on cultural communication. It can help US students develop communication skills and build cultural-linguistic competencies necessary for successful communication with native speakers (Utah Dual Language Immersion Program, 2016). By taking the course, students will not only able to communicate effectively with the native speakers of the target language, but also have better understandings of diverse cultural products, practices and perspectives of countries. In the 9th grade, students will attend an AP Language and Cultural course. The focus of the course is helping students prepare for the AP Language and Cultural test, so that they can have an edge in applying for the relevant language, foreign studies, and culture programs at the college level.

Utah has established a complete dual language immersion program from kindergarten to college. The dual language immersion program promotes foreign language and global cultural studies from the kindergarten through high school.

2.8 Benefits of the DLI Program

Dual language immersion programs have many benefits for all types of students. First, the Utah Dual Language Immersion (DLI) Program (2016) and Georgia DLI Program (2016) state that DLI students have better academic achievement due to their advantages in the development of cognitive skills.

DLI students typically develop greater cognitive flexibility, demonstrating increased attention and memory and superior problem-solving skills as well as an enhanced understanding of their primary language. Second, DLI students have similar or better performance than English-only students on English standardized tests. Third, DLI students also have better second language skills than students who participate in the traditional foreign language course. DLI students also develop intercultural competence and they generally show more positive attitudes towards other cultures and appreciation of other people. What students learned in the DLI program is not just a language and culture, but a linguistic and cultural capital that allows them to be better prepared for the global community and job market in the 21st century (Georgia Dual Language Immersion Program, 2016).

Similarly, Calderon and Minaya-Row (2003) conclude 5 major benefits of a DLI program: (1) educational benefits, (2) cognitive benefits, (3) sociocultural benefits, (4) economic benefits, and (5) global benefits. For the educational benefits, dual language immersion program benefits all students, whether they are minority or majority, rich or poor, young and old. Students can acquire high levels of proficiency in L1 and L2. For cognitive benefits, as mentioned by Calderon and Minaya-Row (2003), bilingual students in the dual language program have a deeper understanding of the language system of L1 and L2 (including sounds, words and grammar of the two languages) than students in common foreign language program, and their knowledge and understanding of the languages promotes the development of reading skills. For the sociocultural benefits, students in the dual language immersion program are able to understand and communicate with members of other cultural groups and to expand their world. Bilingual students are able to respect the values, social customs, and ways of viewing the world of speakers of other languages. In addition, as mentioned by Calderon and Minaya-Row (2003), bilingual students in the dual language immersion program are valuable resources that help the US to advocate economic interests globally and to promote global cooperation and relationships in terms of economy, national security, and world peace. Thus, dual language immersion program are beneficial for both native English speakers and heritage language learners.

In addition, with the increasing number of immigrants from other countries arriving in the US, the dual language immersion program represents a significant development in the evolution of bilingual and

bicultural education and systemic reform. As Calderon and Minaya-Row (2003) mention, dual language immersion programs are the ultimate test of whether schools and districts can become meaningfully responsive to linguistic and cultural heterogeneity and can value students' languages and cultures sufficiently to provide them with a successful schooling experience. The dual language immersion program promotes bilingualism, biliteracy, and biculturalism for language minority and language majority students, who can learn from each other in the same classroom (Perez, 2004).

2.9 Limitations of Current DLI Programs

Even if the DLI program has general educational, sociocultural and potential economic benefits for all of students, we still cannot ignore its limitations. The most egregious problem of the Chinese-English dual language immersion program is the underrepresentation of the Chinese culture in the program. After all, the program has 50% native English speakers, and the local school district will definitely consider their feelings when it sets up the curriculum of the dual language program because the English native speakers may feel uncomfortable if the class has too much Chinese cultural content. Without the support of native English-speaking students, the dual language immersion program cannot be sustained. But if the whole program is just a Chinese Mandarin edition of US public school education, it may lose its value in terms of cultivating students' cultural competence, promoting mutual understanding between people of different cultures and broadening students' horizon toward other cultures of the world. However, incorporating Chinese cultural content into the curriculum of Chinese-English dual language immersion program is also challenging for teachers. They cannot accept more content that is not designated by the curriculum of the public schools. As Lindholm-Leary (2011) mentions, in most cases Chinese dual language immersion programs in public school use the same district and state English curriculum standards as the English program at their school sites. Since the state English curriculum standard cannot specify what types of Chinese teaching and learning materials can be used in the dual language classroom, the teachers of the program have to develop instructional materials on their own or find online audio-visual material that is not specially designed for the dual language immersion class. Thus I feel that dual language immersion programs also have some problems to be addressed.

Valdes (1997) and Freeman (2000) talk about the inabilities of dual language immersion programs to

change the unequal status and power of English and minority language in the DLI classroom. The DLI class is dominated by the mainstream English language, culture and curriculum. The voice and culture of minority language students have often been ignored, according to Freeman (2000), who studied a Spanish-English dual language immersion program in a middle school of Philadelphia. The school had predominantly low-income immigrant students from Puerto-Rico who use Spanish at home. The students resisted using Spanish in the classroom even if their dual language programs required them to do so. The classroom discourse was dominated by the native English speakers, and the Spanish HL learners kept silent in the DLI classroom and did not speak Spanish at all. They even described Spanish as a "hick" language. By the end of first two years of study, all of the students switched to English and did not want to speak Spanish any more regardless of whether they could speak English before they attended the dual-language middle school. The programs that intended to develop students' dual language skills turned out to be a failure.

Cervantes-Soon (2014) did a study in a Spanish-English DLI program in North Carolina and she found that dual language immersion program is a double-edged sword. Although it taught a foreign language or heritage language and culture to both native English-speaking students and Latino HL learners, the discursive power dynamics among students in the immersion program favored native English speakers who had higher status and position in the classroom. The hidden curriculum gives children the message that English is a more valuable and prestigious language. DLI programs that focus on bilingualism, bi-literacy, and biculturalism actually mainly cater to the needs of the English dominant group who want to learn a new foreign language and culture. In the DLI class, the native languages of the ethnic groups such as Spanish has become a commodity that they must share with English dominant group (a neoliberalism paradigm). The subordinate status of Latina/o's culture and Spanish language still persist even if DLI programs are popular.

Similarly, Palmer (2009) did a case study in a Spanish-English dual language program of a public elementary school in San Francisco. She found the middle class English-speaking children dominated the classroom discourse and conversational dynamics. The curriculum model of the program is "90:10" which means students should spend 90% of their class hours using Spanish while only 10% using

English. However, she found that there was more English in students' curriculum than Spanish. Even when the Spanish teacher insisted on a Spanish-only rule for the Spanish instruction classes, students were still far more likely to use English than Spanish and they shifted back to English frequently. English-speaking children also even used English to communicate with their Spanish-dominant classmates and English-dominant friends during the Spanish-instruction hours. During English-speaking hours, both groups used only English even though occasionally the Spanish-dominant students communicated with their Spanish-dominant friends. So, Palmer's (2009) study indicates that English symbolic dominance is ubiquitous even in the dual language immersion program that claimed to have more minority language-speaking hours.

Even if the unequal status of the two languages in the DLI program exists, however, a more important question is if this situation deters the development of students' cultural understandings? If yes, how does it happen? If not, how does the DLI program effectively develop students' cultural understanding?

In order to know about whether and to what extent that the Chinese-English DLI program in the Southside Elementary school functions effectively in developing students' understanding of the cultural elements embodied in the Chinese language, as well as diverse cultures in their community, in China and the world, I performed a case study examining the instructional materials used in the program, students' homework, as well as teachers' lesson plans. The focuses of my study included (1) how does the Chinese language and literacy classes develop students' understanding of cultural elements in the Chinese language usage and communication? (2) how does social studies develop students' understanding of the diverse culture of their community and the world? and (3) how do the extracurricular cultural activities develop students' understandings and awareness of the diverse culture of students' community and encourage students to participate in the cultural activities of their community?

2.10 Community Involvement in the DLI School

The DLI program needs strong support from parents and community. As mentioned by Howe (2012, p.51), "School and district leaders will need to intentionally develop a sense of community that is supportive of the immersion program across the school and district." To achieve this objective Howe

(2012) suggests that the DLI school to have more school and district-wide events (such as cultural or arts events) to connect students, parents and teachers with the larger community. In addition, Howe (2012) also suggests more ways for the DLI school to establish long-term partnership with the community. Howe's suggestions include:

(1) Create a strong parent support group that can serve as advocates for immersion program, particularly during times of funding cuts.

(2) Continue to issue press releases about your successes.

(3) Identify forums where the school can share with the community the growth data across all subjects, especially in students' language development.

(4) Initiate student and teacher exchanges with a partner school in the country where the target language is spoken.

(5) Use technology to allow students to build friendships with students overseas.

(6) Sponsor short summer language experiences so that other students in the community can sample immersion learning.

(7) Participate in target language speech contests, field trips, and other cultural program.

(8) Continue to reach out to business and legislative community to form partnerships and exchanges. (Howe, 2012, p.52)

Through these activities, the DLI school is able to closely connect itself to its community and society to increase the chances of obtaining financial, material and technical support from the community and the society.

Section 2.10.1 funds of knowledge. Soltero (2004) stresses that for dual language programs to work at their highest potential, parent involvement must be viewed by both families and schools as one of the most fundamental components of implementation. For DLI program, family and community involvement is very important. One important reason for the dual language programs to increase family and community involvement is that students' family and community are important resources of their cultural and linguistic capital (funds of knowledge). So, as Soltero (2004) mentions, parents, students, and teachers must collaborate to formulate instructional strategies, discover and use relevant instructional

materials, and develop sound practices for support at home and school. As Gonzalez, Moll and Amanti (2005, p. x) mention, a funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of resources. Moreover, students' cultural and linguistic capital comes from their families and communities. Teachers as learners and researchers should seek to understand the ways in which their students make sense of their everyday lives and know how to harness the resources from students' families and communities (funds of knowledge) for classroom teaching.

The funds of knowledge framework expands the traditional theory on symbolic control of the education system. According to Bernstein (1990), traditionally, the teachers and the school system are believed to be reproducers and diffusers of power/knowledge, and universities, research councils and other higher education agencies are believed to be shapers of symbolic forms of power/knowledge. They serve for the purpose of symbolic or ideological control. In Gonzalez, Moll and Amanti's funds of knowledge framework, families and communities also produce and disseminate various cultural and linguistic knowledge and capital that teachers should harness for teaching.

In bilingual education, incorporating learners' funds of knowledge from their families and communities into the bilingual classroom has many benefits, for example, as mentioned by the Soltero (2004) and Cummins (2000), the school-home mismatch is significantly reduced when the school and community collaborate to accommodate all the existing language, literacy, and cultural practices found in the community. To reduce home-school mismatch, the bilingual teachers should consult parents to find out about different linguistic and literacy practices that are used in the community so that these can be used in the bilingual classroom to support learners' academic and linguistic development. So incorporating funds of knowledge from CHL learners' families and communities into the curriculum of the DLI programs can reduce CHL learners' home-school mismatch and enhance CHL learners' language and academic development.

In this community-based research, by examining curriculum, lesson plans, and cultural activities in the Chinese-English DLI program in a southeast state of the US, the researcher explored how much funds of knowledge from CHL learners' communities had been incorporated into the curriculum of the DLI program. By observing extracurricular activities of the DLI program, I examined communities and

families' involvement and support in the DLI program.

Section 2.10.2 family/community-school partnership models. Epstein and colleagues (1997, 2002) developed a family-school partnership model that enhanced family and community involvement in the school. This model can be used in the DLI program. In this model, Epstein identifies six ways to enhance family/community involvement in the school, they are namely, parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein, et.al, 1997; Glanz, 2006). Each type of involvement has different characteristics.

Type 1: parenting

This involvement type increases families' understanding of their children as students. This includes assisting parents with information on children's health, safety, nutrition, other topics of child and adolescent development, and home conditions that support education at each grade level.

Type 2: communicating

This community involvement type includes home-to-school and school-to-home communications about school and classroom programs and children's progress. Two-way communications by teachers and families increase understanding and cooperation between school and home. Thoughtful and frequent communications show students that their teachers and parents are working together to help students succeed in school.

Type 3: volunteering

This community involvement type enables families to give their time and talents to support schools, teachers, and children. Family volunteers assist individual teachers or help in the library, family center, computer room, playground, lunchroom, or other locations. Volunteers may conduct activities at school, at home, or in the community.

Type 4: learning at home

This kind of involvement requires that the school provides information and ideas to families about academic work their children do in class, how to help their children with homework, and other curriculum-related activities and decisions. The activities increase family discussions about academic work.

Type 5: decision making

This kind of involvement enables families to participate in decisions about school programs that affect their own and other children. Family representatives on school councils, school improvement teams, committees, and in the PTA, PTO, or other parent organizations ensure that parents' voices are heard on school decisions.

Type 6: collaborating with the community

This kind of involvement facilitates cooperation and collaboration among schools, families, and community groups, organizations, agencies, and individuals. It also helps to coordinate resources and services from the community for families, students and the school, and provide services to the community (Grant and Ray, 2010) because there are many human, economic, material, and social resources in the community. As Epstein (1997) mentions, the connections between school and community are two-way: not only do community resources help schools, families and students, but also at the same time educators, parents and children help their communities.

According to this model, parents and community can support DLI program in many ways. First, parents and community can help the learners succeed in the program through effective parenting, communication and learning at home. Parents should be taught how to take care of their children at home especially their children's study. Teachers and parents should be able to communicate to each other effectively in order to know how to help students' study. Teachers should also tell parents how to help their children's study, especially dual language and literacy study at home. For the Chinese-English DLI program, Chinese is difficult to learn, and students usually will spend longer hours to learn Chinese than the other languages in the world. So parents especially the parents of Chinese as a foreign language learners should know how to help their children in the Chinese-English DLI program do Chinese homework. It requires the teacher to communicate with parents effectively to tell them how to support their children's Chinese learning and do Chinese homework at home. In my research, I explored how parents support the DLI program in different ways especially the how parents supported the cultural activities of the DLI program. Attending PTA meetings was one of source of information about this. In the Epstein's model, community can provide volunteers serving both inside and outside the classroom.

Volunteers can also support after-school activities or homework tutoring at student's home.

Second, the cooperation between school and family is more than helping students learning, but also supporting and improving the DLI program itself. Families and community should also be able to participate in the decision making about the DLI program. The voices and the needs of parents and community should be heard by the school. Decisions, whether they are big or small, should be made democratically, and the interests and needs of parents and community should be considered. In terms of Chinese language learning, the teacher needs to consult parents and the community about the textbook and instructional materials they want to be used in the program as well as what types of cultural content they want their children to learn. Also, the community can provide human, economic, material, and social resources for the DLI program. To support Chinese language and cultural studies in the DLI program, the community can provide instructional materials, organize extracurricular cultural activities, and even provide part of the funding for the DLI program. The connections between school and community are two-ways: students and teachers in the DLI program can also help their communities by providing community service and volunteering in community activities. In this process, students can participate in the multilingual communities and communicate with the members of target-language speaking community which fulfils the requirement of the ACTFL that "Students use the target language both within and beyond the school setting" (ACTFL, 2006, p.64), as well as "Students participate in age-appropriate cultural activities such as games, songs, sports, and entertainment" (ACTFL, 2006, p.50). Through participating in the community activities, it will also be easier for students to understand the culture in the community. In this research, by attending PTA meeting and interviewing the principal of the DLI school, I observed how the DLI school communicates with parents and the students' community effectively.

Based on Epstein's community-school partnership model, Glanz (2005) provides more practical ideas on developing community-school partnership. Glanz's suggestions include:

(1) Consider six types of involvement (Epstein's model)

(2) Form a community advisory committee. The committee members include stakeholders from both school and community. The committee either serves as advisors to the school principal or superintendent or serve in their capacity as policy or decision makers. It strengthens the bonds

between school and community and work closely together over extended period of time addressing common problem and issues.

(3) Undertake community building. The school organizes and participates in the activities or events that are mutually beneficial to both school and community. These activities may include community betterment projects, food pantry distribution, community night, and cultural activities.

(4) Plan together. The school plans mutually beneficial projects with the local community.

(5) Develop After-school programs. The school can develop afterschool educational, cultural and recreational activities, workshops, and programs that involve school, family and community.

(6) Involve parents and community. The school can engage the community members and develop bonds with the community in order to get their support.

(7) Avoid barriers to implementation. Both principal and teachers of the school should avoid negative attitudes about the community, plan collaborative activities in advance, and identify potential organizations in the community which can form partnership with the school.

(8) Become media savvy. Using media is invaluable resource for communication and public relations and to build and sustain good community alliances.

(9) Become part of a professional development school (PDS) initiative. The school can establish a professional relationship with a local college and university to help it improve its curriculum and promote better student achievement.

Glanz's suggestions (2005) can also be applied to a DLI program, especially in teaching target language and culture. In order to get supports from the community, the DLI school does need to reach out to the target language speaking community. By planning afterschool programs or activities that involve the school and community, forming a community-advisory committee, and launching a professional development school initiative, the DLI school not only can reach the community, but can also harness resources from the community to improve its curriculum and better promote students' language learning and cultural understanding.

2.11 Students in the DLI Program

There are usually two types of students in the DLI program: the HL learners and native English-speaking students. HL learners learn the target language as a heritage language. Native English-speaking students learn the target language as a foreign or second language. Those language learners have different characteristics.

Section 2.11.1 CHL and CFL learners. Heritage language (HL) refers to non-societal and non-majority languages spoken by linguistic minorities (Valdes, 2005). According to Valdes's definition, the HL learners include populations who are either indigenous to a particular region of the present-day nation state or populations that have migrated to the area other than their original region or nation.

Fishman (2001) defines the HL from socio-historical perspective and categories the HL in the US into three major groups:

(1)   Indigenous languages spoken by Native American tribes that existed before the arrival
        of European settlers

(2)   Colonial languages such as French, German, Italian, or Spanish, which earlier
        European settlers brought

(3)   Immigrant languages such as Arabic, Chinese, Japanese, Vietnamese, Cambodian, or
        Korean that come with more recent influxes of immigrants

Valdes (2001) defines HL learners as two types: (1) individual having historical or personal connection to a language such as an endangered indigenous language or immigrant language that is not normally taught in school; (2) individuals who appear in a foreign language classroom, who are raised in homes where a non-English language is spoken, speak or merely understand the HL, and are to some degree bilingual in English and the HL (Hornberger & Wang, 2008, pp.4).

Chinese heritage language (CHL) learners are different from Chinese as a foreign language (CFL) learners: CHL learners have proficiency in Chinese or a Chinese cultural connection while CFL learners may not have such a connection (Wen and Li, 2016; Kelleher, 2010). Valdes (2005) believes that the HL learners can learn and use their heritage language circumstantially at the same time to meet their communication needs in different settings of their daily life. As for foreign or second language learners, they are elite or elective bilinguals who have few opportunities to use the language for

genuine communications (Valdes, 2005). Valdes defines heritage language learners as L1/L2 users or circumstantial bilinguals/multilinguals who use two languages simultaneously in different situations of their everyday life.

Section 2.11.2 home background of the CHL learners. He (2008, p.10) mentions that "the learning of CHL takes place through the learners' interactions with multiple participants including language instructors, parents, grandparents, siblings, and peers, each of whom positions the learners in different speech and social roles, and each of whose reactions and responses to the learners helps to shape the path of his or her language development". So CHL learners' families, community and CHL schools play important roles in their language learning.

Xiao (2008b) points out that many factors influence CHL developments. For example, insufficient HL input, high pressure for social acceptance, and immigrant family background (i.e. learners' birthplace, the age of arrival, the length of English immersion, family socioeconomic status, and parental views) are all important factors.

Xiao (2008a) conducted a study examining 127 CHL learners' home literacy environment. She found that the CHL learners might be to some extent bilingual, but not biliterate. They acquire Chinese language unconsciously and develop a certain degree of oral Chinese language fluency through daily Chinese language communication with their parents at home since they were born. Just as a child acquires his mother tongue, even without formal school instruction, in a home adopting a "Chinese-only policy," CHL learners can not only develop oral fluency, but also have some understandings of the lexicon, phonetic and grammatical system of the spoken language of the Mandarin Chinese. They can use their heritage language to communicate with their family members orally and even talk about the informal topics they were familiar with, but could not read and write in their heritage language. Thus their CHL reading and writing skills lagged behind their speaking skills. Xiao's (2008a) study indicates that compared to the mainstream dominant language, the CHL home literacy environment is bleak, where HL reading materials and literacy activities are inadequately constructed for HL stimulation or attainment. Not paying attention to their children's Chinese language and literacy skills development at home, the Chinese parents rely on the weekend Chinese language school, where the input available to them is heavily restricted in quantity

(Koda et. al, 2008). Instead of focusing on their children's CHL development, Xiao's (2008a) study also indicates that most parents enrolled in the study were reported to be concerned about their children's English proficiency and school work. Because parents failed to organize sufficient home CHL literacy activities (such as reading Chinese books, newspapers, and journals, watching Chinese TV, or movies, and writing Chinese characters) for their children, the CHL learners did not have sufficient opportunities to learn and practice their heritage language at home. Thus, they were likely to have little sense of progress or achievement in their CHL literacy skills through years of CHL study (Wang, 2004).

Section 2.11.3 the cultural identity of CHL and CFL learners. Norton (1997) defines identity as how people understand their relationships to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future. There are three types of identity: social, cultural and ethnic identity. As mentioned by Ellis (2008) and Norton (1997), social identity, refers to the relationship between the individual and the larger social world, as mediated through institutions such as families, schools, workplaces, social services, and law courts. Cultural identity refers to how a person understands his relationship with members of a group who share a common history, language and similar ways of understanding the world. Ethnic identity deals with the relationship between the individual and members of the race to which the learner belongs. People's social, cultural and ethnic identity influence their motivation and attitude toward learning the target language. As Ellis (2008) mentions, language learning is related to learners' identity as well as symbolic power of the target language which is influenced by social conditions.

He (2006) mentions that CHL learning takes place in the intersection of time, space, and identity. Identity is a central area of language theories (Norton, 1997) and CHL learning (He, 2006). Norton (1997) defines identity as how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future. In the process of CHL learning, the CHL learners affirm and strengthen their multi-dimensional emotional, social, cultural, and economic relationship to their family, ethnic communities, and their ancestral country. As a result, the CHL learners will develop a consciousness about themselves, their position and what they will do and become in the future.

Hornberger and Wang (2008, p.11) mention that identity not only means how one sees oneself, but also how one is viewed by others: identities are multiple selves which are situated and contextually defined, regulated by self and others, and constantly negotiated, contested, shaped and reshaped. They become central in the learning of heritage language and culture. Identity is crucial in a child's development and learning (Hornberger and Wang, 2008; Erikson, 1968) as well as language learning. How society position heritage language learning and how heritage language learners position themselves are closely related to HL learners' identities and thus influence HL learning.

Identity also relates to people's desire for recognition, the desire for affiliation, and desire for security and safety (Norton, 1997). On one hand, by learning their heritage language, the CHL learners can enhance their affiliations and ties to their ethnic culture, community, and ancestral country. On the other hand, to improve their CHL learning, the CHL learners not only need to get recognition from their ethnic community for their efforts in learning the language, but also need sufficient approval and support from the mainstream US society. The policy of bilingual education, as well as the American general public's attitude toward immigrants' heritage language learning will influence CHL's motivation to learn the language. So CHL learners really need a safe and secure place to learn and develop their heritage language and culture. As He (2006) mentions, the success of CHL learning depends on whether the learners have created a niche in the society where they can speak and use their language freely and safely without being threatened or oppressed.

According to Norton (1997), the CHL learners' desire for recognition, affiliation, security and safety is related to the social power and relations. Norton quotes from Bourdieu (1977) noting that the value ascribed to speech cannot be understood apart from the people who speak, and the person who speaks cannot be understood apart from larger networks of social relationships. So CHL learners' rights and desires to speak and learn their heritage language and culture were influenced by the social power and relations. Ma (2016) mentions that CHL learning is closely related to the social and economic status of Chinese immigrants in the US as well as the global influence of Chinese culture, China's international status and prestige, and the economic and diplomatic relations between China and US.

CHL education exists in a complex social power structure. Factors such as learners' social and

economic status in the mainstream US society, the influence of Chinese culture, and the China's

international influence (the "soft power" of China), and US-China diplomatic relations all play important

roles in influencing CHL learners' cultural identity as well as the motivation to learn CHL.

Norton (1997) also mentions about the subjectivity of language learners: subjectivity is variable, as

a site of struggle and changing over time. Subjectivity is produced in a variety of social sites which are

structured by relations of power. The CHL learners not only have to succumb to such power structures, at

the same time they have certain human agency that allows them to resist the oppressions and power from

the mainstream society for not encouraging them to retain and learn their heritage language and culture.

The Chinese-English DLI program and community based CHL schools provide them with valuable

opportunities to get access to their heritage language and culture, and thus helps them to resist the

hegemony of English culture and power and helps them develop the Chinese cultural identity.

For native English speakers, on one hand, learning a foreign language (such as Chinese) helps them

gain a new awareness of who they are and develop a second language "self" (Granger, 2004) because

language is the main vehicle of expressing self and learning a new language is sometimes said to mean

learning a new identity (Taylor et al., 2013). On the other hand, foreign language (L2) identity also

influences foreign language learners' language learning outcome. Taylor (2013, p.41-61) proposed a

quadripolar model of foreign language learners' self-identity.

Table 2.11.3.1 Quadripolar model of foreign language learning (Taylor, 2013, p.42)

Self-dimension	Internal	External
Possible	Ideal	Imposed
Actual	Private	Public

Table 2.11.3.1. Quadripolar model of foreign language learning. Reprinted from *Self and Identity in Adolescent Foreign Language Learning (p.42),* by F. Taylor, 2013, Bristol, Buffalo, Toronto: Multilingual Matters. Copyright 2013 by Multilingual Matters.

This model demonstrates the possible internal and external representation of the foreign language

learners' identity. To demonstrate the influence of learners' identity on their achievement of foreign

language learning as well as the dynamic of learners' self-identity, Taylor et al. (2013) conducted a

research project among 4,151 foreign language learners in Bulgaria, Germany, the Netherland and Spain. They found that when foreign language learners' private selves (how foreign language learners really think about themselves at present) and ideal selves (foreign language learners' expectations of their future by learning the language) are in harmony with their imposed selves (other people's, such as teachers, families and their peers' hopes and expectation of what the foreign language learners should achieve) and public selves (how did the foreign language learners represent themselves in front of other people), they got the best academic achievement in their foreign language learning. The result of that study indicated that encouraging a holistic person-centered approach to foreign language education may help students do better academically and socially. The implication of Taylor's study (2013) is that a foreign language class should allow foreign language learners to express themselves freely, to bring their personal interests and concerns to class, to develop learning activities that are relevant to their personal experience and interest. All of the measures above can help to create a good learning environment that promote a holistic person-centered education.

However, the study by Taylor et al.'s (2013) fails to further examine how can various social and cultural factors influence the formation of foreign language learners' different dimensions of themselves, particularly their private and ideal selves. Perhaps, Gardner's (1985) socio-educational model better interprets how social and cultural milieu influence a people's cultural beliefs and motivations for learning a foreign or second language as well as the learning outcome. One of the important social and cultural factors that influence people's cultural beliefs and motivations of learning a language is politics. The policy of a country may not able to guarantee cultural rights of the language minority groups in learning and retaining their heritage language and cultures.

The post-colonialism theorist, Homi Bhabha (1994) discusses cultural rights of minority groups. He mentions that:

> The language of rights and obligations, so central to the modern myth of a people, must be questioned on the basis of the anomalous and discriminatory legal and cultural status assigned to migrant, diasporic, and refugee populations. Inevitably they find themselves on the frontiers of between culture and nations, often on the other side of the law (Bhabha, 1994, p. 175).

As Huddart (2006) mentions, cultural rights are guaranteed by international agreement. However,

such agreements often neglect non-national cultures. For the HL learners in the US, their rights to learn

and maintain their heritage languages and culture is often neglected. The numbers of DLI programs at the

K-12 level is insufficient to meet the needs of HL learners to maintain and develop their heritage

language in the formal education setting. That is why some minority language groups established

weekend community-based HL schools on their own. The establishment of the Chinese-English DLI

program in the Southside Elementary School was a rare success of the Chinese minority groups in a small

southern town of the US defending their own cultural rights to maintain and develop their heritage

language and culture in the formal K-12 school setting. However, the implementation of its Chinese-

English DLI program never comes easily. There was even one time when the DLI program could not

enroll sufficient CHL learners to ensure 50% of students in the program were CHL learners, and the

school district even threatened to cancel the program. Thanks to the advocates of the Chinese parents, the

DLI program was finally saved and is now thriving.

Bhabha (1994) also discusses cultural difference and proposes the notion of cultural hybridity in the

context of both antagonism and mutual-accommodation between majority and minority culture. Culture is

always changing and it is hybrid by nature. As Bhabha (1994, p.3) mentions:

> Terms of cultural engagement, whether antagonistic or affiliative, are produced performatively...
> The social articulation of difference, from the minority perspective is a complex, on-going
> negotiation that seeks to authorize cultural hybridities that emerge in moments of historical
> transformation.

Cultural hybridity may blur all difference into indifference, and making all hybridity appear the same

(Huddart, 2006, p.125). According to Bhabha (1994, p.114), cultural hybridity helps to protect the

minority culture by making more the minority culture enter the discourse of dominant authority culture.

Bhabha (1994, p.114) mention

> Hybridity is a problematic of colonial representation and individuation that reverses the effects of
> the colonialist disavowal, so that other "denied" knowledges enter upon the dominant discourse and
> estrange the basis of its authority-its rules of recognition.

Cultural hybridity is a resistant strategy for the minority culture to survive in the hegemony of

dominant culture. It can also help to reverse the discriminations of the dominant culture toward the

minority culture. In a word, cultural hybridity protects the minority culture from being totally assimilated

by the dominant culture.

He (2006) uses Homi Bhabha's cultural hybridity theory to explain the CHL learners' cultural identity formation and to construct her three-dimensional (time, space and identity) framework of CHL development. He (2006) extends cultural hybridity to the cultural hybridity identity. He (2006) mentions that

> A CHL learner's CHL development depends on the degree to which s/he is able to find continuity and coherence in multiple communicative and social worlds in time and space and to develop hybrid, situated identities and stances.

Cultural hybridity is important, but for CHL learners in the US, cultural hybridity identity (a coherent and stable combination of heritage cultural values and other cultural values formed in their life and experience in the US) is actually difficult to form.

Although Chinese ethnic families and communities have made many efforts towards helping their children retain their heritage culture and develop their children's heritage language and literacy skills, the CHL learners' motivation and investment in CHL learning is still very low. They are not only reluctant to go to CHL schools and do not finish homework assigned by the teachers of CHL schools on time, but also do not concentrate in the CHL classroom and skip classes regularly (Zhang, 2005). There are many reasons for this problem. Zhang and Slaughter-Defoe (2009) conducted a study in 18 Chinese immigrant families in Philadelphia. They found the younger children in the lower grades are usually happy with learning their HL because they have more time staying with their parents and community. The young children also have less school work to be finished every week. As a result, they have more opportunities to use their heritage language. However, when they enter the middle school, they not only have to spend more hours on their studies but also will experience ethnic ambivalence/evasion (Wong and Xiao, 2010; Lawton & Logio, 2009). Even if parents require their children to take CHL classes, children may resent having to go to school when their American friends are free to play (Lawton and Logio, 2009). At the same time, Chinese children's primary task in the ethnic ambivalence/evasion period is to get recognition from the mainstream society, so, mastering the dominant English is their priority in their middle-school years and beyond. The CHL children may even feel a sense of shame in speaking Chinese and purposely communicate with their parents in English, especially when their non-Chinese friends are around (Lawton

and Logio, 2009). In addition, the HL learners also face enormous pressure from mainstream US society to learn and develop their English literacy for better academic achievement and integration into the mainstream US society (Hornberger and Wang, 2008). There is no official language policy in the US. However, due to the pressure from the mainstream society and requirements of academic institutions (such as the mainstream public schools) that demand they acquire English as quickly as possible, a language minority child is likely to learn English at the expense of maintaining their heritage language (Hornberger and Wang, 2008). To make matter worse, they also lack opportunities and a willingness to use their heritage language in their daily life. When the CHL learners move to the high school and above, they face severe academic pressure that requires them to be proficient in English. Their heritage language proficiency decreases as they go to the high school. They eventually become semi-literate in their heritage language. As Wen & Li (2016, p.13) and Zhang and Slaughter-Defoe (2009, p.90) mention,

> The pressures for linguistic and cultural conformity in the school environment increase as the academic tasks in the public school become challenging, as a consequence many young Chinese students gradually shift their language preference to English.

So it is actually very difficult for the CHL learners to maintain and develop their cultural hybridity in facing the hegemony and dominance of the US English culture in the K-12 schools. The CHL learners face obstacles that they cannot overcome when they learn their heritage language and culture in the US context. Their heritage language attrition and shift seems inevitable in the situation that English proficiency largely determines their academic success.

However, studies conducted by Zhang and Slaughter-Defoe (2009), He (2006), Lawton and Logio (2009), Wen and Li (2016) were carried out in the community-based CHL schools, not the Chinese-English DLI program of K-12 schools. For stakeholders' (parents, students and teachers) perspectives on the benefits of DLI programs in promoting bilingualism, ethnic identity and cultural reinforcement, Lee and Jeong (2013) conducted a study in a Korean-English DLI program in southern California. Through conducting interviews to six Korean-American families and conducting classroom observations, the researchers found that all of parents, teachers, and students agreed that DLI program was greatly beneficial for the development of bilingualism, growth of respect for different languages and cultures, and reinforcement of ethnic identity and heritage language for Korean children. So, Lee and Jeong's study

(2013) indicates that DLI programs can help HL students to develop a stronger understanding of their cultural heritage and ethnic identity.

My study took place in a Chinese-English Dual Language Immersion in a K-12 school that follows a 50%-50% model. In this special school context, CHL students together with CFL students are expected to spend 50% of their school hours in learning and using Chinese language and culture, since Mandarin Chinese is the medium of instruction for some of their school subjects such as math and social studies. In this situation, students may have different perspectives toward the Chinese language and culture they learn compared with students who only attend community-based weekend CHL school. Their motivation and hours invested to learn Chinese language and culture may also be totally different from students who only attend community-based CHL school. Thus I sought to learn how CHL and CFL students in the Chinese-English DLI program think about their target language and cultural learning in this type of formal K-12 school setting. By interviewing students and parents in the Chinese-English DLI program, I learned how their expectations of how DLI programs promote language learning and cultural understanding in their community.

2.12 Conclusion

The "cultural understanding" in this dissertation has multiple components: understanding (1) diverse cultures at school and in students' community, (2) cultures in the language communication and language arts, (3) diverse cultures in the world, (4) the HL learners' ethnic culture and (5) concepts and knowledge from school subjects regarding culture and society. For the CHL learners in the Chinese-English DLI program, the "cultural understanding" includes understanding cultures in Chinese language communication and language arts, Chinese heritage culture in CHL students' family and community, and Chinese culture in China and the world. For the CFL learners in the Chinese-English DLI program, the cultural understanding includes understanding cultures in Chinese language communication and language arts, the diverse ethnic cultures in their community, and cultures in China and the world. It is also important to note that all of these components fulfill the K-12 school curriculum standards.

Figure 2.12.1. A Conceptual Framework on Developing Cultural Understanding for the Students in the DLI Program

Based on the components of cultural studies, I have developed a model for cultural education to improve cultural understandings. The most important character of this "cultural understanding education model" is that it incorporates knowledge/theory and language learning with praxis. Students not only learn theories and concepts regarding culture and society and develop target language skills in their social studies and world language classes, but also participate in the cultural activities at school and in their community. In this process, students not only learn the language and culture, but also have chances to participate in the community of the target language and cultural group. In this process, they may develop appreciation of the language and culture they learn. As mentioned by Mahiri (2017, p.15), if education is to be a vehicle for progressive personal and interpersonal transformation, issues of equity, diversity,

inclusion and building on all assets of all students must lie at its heart. Developing cultural understanding is not just learning about "facts" or "knowledge" of other cultures, in this process, students should also be able to develop an appreciation of other cultures and improve cross-cultural communication skills. Developing cultural understanding also aims to change the power dynamics at the school by promoting cultural inclusion, tolerance and equity as well as reducing cultural marginalization and prejudice.

Another major component of my dissertation is the community context of the Chinese-English DLI program. I explored how the local community supports the DLI program. I applied Epstein's school-community partnership model and Gonzalez, Moll and Amanti's funds of knowledge theory (2005) to analyze the community-involvement of the DLI program.

Chapter 3:

Methodology

3.1 Introduction

This single case study was conducted in a special type of Chinese education program in the US: Chinese-English DLI program. It was carried out in Southside Elementary School in a southeast state of the US.

As Thomas (2011) mentions, case studies are holistic analyses of persons, events, projects, policies, institutions, or other systems holistically. Yin (2014, p.16) argues that a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context. The case studies can cover multiple cases and then draw a single set of "cross-case" conclusions (Yin, p.18). The case study allows the researcher to explore individuals and organizations through focusing on complex interventions, relationships, communities, or programs and supports the deconstruction and subsequently reconstruction of various phenomena (Baxer and Jack, 2008). Yin (2003) mentions that case-study design is applicable when

(1) The focus of the study is to answer "how" and "why" questions,

(2) The researcher cannot manipulate the behavior of those involved in the study,

(3) The researcher wants to address contextual conditions but the boundaries of phenomenon and context are not clear.

This study explored the curriculum and community context of a Chinese-English DLI program in detail and in depth in order to know how the school develops students' understanding of the diverse cultures of their community (including the culture of the Chinese community), the Chinese language culture, and cultures in China and the world. An important purpose of this study was to know how the curriculum of the DLI program guides its curricular and extracurricular activities that promote cultural understanding. Thus the case-study design was appropriate for this study.

3.2 Research Settings

Southside Elementary School is located in a small southeast town of the US. In 2012-2013, Southside had 510 students from kindergarten to grade 5 and each grade had one Chinese-English DLI class. In 2015-2016, the numbers of Chinese-English DLI classes have been expanded to two for each grade but the number of students was reduced to 455 (NC School Report Card, 2016). As the principal mentioned, in 2017, from kindergarten to grade 4 there were two DLI classes in each grade (each DLI class has approximately 24 students), in grade 5 there was only one DLI class (18 students in total). So, from kindergarten to grade 5, the total number of students in the DLI classes was approximately 275.

The Southside Elementary School follows the 50%-50% model of the DLI program, which means that 50% of students in the DLI program are Chinese heritage language learners and another 50% are native English speakers who want to learn Chinese. In reality, for each DLI class, the total number of students ranged from 18 to 24, so the numbers of CHL students in each DLI class were 9-12, and it is estimated that there were more than 108 CHL students in the DLI program from kindergarten through grade 5 in 2017.

Section 3.2.1 Community-context of Southside Elementary School. Southside Elementary School is located in a famous university town just to east of the university campus. The town has a large Asian population. The population of the county where the school and the town are located increased from 133,702 in 2010 to 141,354 in 2015. The percentage of the Asian population in the county was significantly higher than the overall rate in the state. In 2010, 6.7% of the population in the county was Asian, while for the whole state, the percentage was only 2.2%. In 2015, the percentage of the Asian population in the town had been increased to 7.9% while the statewide percentage of Asian population was only 2.8%.

As mentioned by Rong et.al. (2017), the state in which this study took place was one of the new gateway states for the foreign-born immigrants. It had the fastest growth rate of the foreign-born population among the 50 states from 1990 to 2010.

With the increasing numbers of new Chinese settling in the school district of Southside Elementary School, the expansion the Chinese-English DLI program seemed inevitable since Chinese parents want their children to learn their heritage language.

3.3 Research Procedures

This research explored how the Chinese-English DLI program of the Southside Elementary School develops CHL and CFL students' understandings of the diverse cultures at school, in their community and the world through teaching Chinese language arts and social studies subjects and involving students in extracurricular cultural activities. The other purpose of this study was to understand how Chinese language, literacy and culture is taught in the context of the instruction of the subject content. The third purpose was to learn about the community-context of the DLI program i.e. how families and community support the program as well as students' language and cultural learning and how students participate in the community activities.

The research had four major components: (1) document review, (2) observations (3) interviews, and (4) artifact study. These components provided me with different sources of data needed to answer all of my research questions.

Document review

I studied teachers' lesson plans to know how they are going to improve students' Chinese language and literacy skills and develop students' awareness toward the diverse cultures of at school, in community and the world while teaching school subjects such as social studies and math. I also studied instructional materials (both paper-based and digital edition) as well as students' homework to know how these instructional materials help students develop language, literacy and cultural skills.

Observations

The observations were carried out to see how the school mobilizes students to attend cultural activities both on and off-campus. Those cultural activities also include those which happened in the local community such as the community service and festival celebrations. The purposes of the observations are not only to know how these cultural activities developed students' understanding toward the diverse cultures of their community and improve students' cross-cultural communication skills, but also to see what types of school-community partnerships have been established and how the community and school work together to develop students' cultural awareness. The observations were also carried out at PTA and MAC meetings. A secondary purpose of the observations of PTA and MAC meetings was to learn how

parents and community supported students' study at school and home including students' language and cultural learning.

Interview

I interviewed parents and the principal. I asked the principal of the school asking her the questions regarding how the school supported for the development of students' understanding of the diverse cultures of the school, community and the world. I also asked the principal about how the school has developed partnerships with students' families and community to support the DLI program as well as students' language and cultural learning in the DLI program.

I also interviewed parents to get their opinions about Chinese language, literacy and cultural studies in the program includes its benefits and their suggestions to improve the program. Parents interviews also addressed

Artifacts study

I walked through the school buildings and classrooms to see how the decorations support learning about the diverse cultures at school, in students' community and the world as well as concepts and knowledge students learned in their social studies subjects regarding culture and society.

Section 3.3.1 Document review. The researcher collected teachers' lesson plans, instructional materials, and questions of students' homework of the Chinese-English DLI program. The following list covers all materials reviewed.

Teachers' lesson plans

Topic 1: Lesson plans regarding teaching Chinese language and literacy such as those

for the Chinese language arts classes and social studies classes.

Topic 2: Lesson plans of social studies subject regarding improving students' awareness toward

the diverse cultures at school, in community and the world.

Topic 3: Lesson plans regarding teaching Chinese culture such as Chinese festival celebration,

history, geography and ethnicity.

Topic 4: Lesson plans for developing cultural activities.

Instructional materials

Topic 1: Instructional materials used in and out of the classroom to help students develop

Chinese listening, speaking, reading and writing skills.

Topic 2: Instructional materials for all school subjects (such as social studies and math) that

used Chinese language and cultural content as the context.

Topic 3: Instructional materials for the school subjects (such as social studies and math) that

use diverse culture in students' community and the world as the context.

Topic 4: Instructional materials that improve students' awareness of diverse cultures at

school, in their community, in the US and the world.

Topic 5: Instructional materials that introduce history, geography, famous persons, cultures,

ethnicities, arts, science and technology of China, Chinese American, Chinatown, etc.

Categories of the instructional materials may include PowerPoint slides used in the classroom teaching, textbooks, reading materials, students' classroom exercises sheets, computer-based exercises program, APP or software, and students' classroom assignments or projects.

Students' homework/assignments

Topic 1: Homework that cultivate students' Chinese listening, speaking, reading and writing

skills.

Topic 2: Homework of the social studies classes that improve students' awareness of cultural

diversity at school, in the community, in the US and the world.

Topic 3: Homework of all school subjects that use cultural diversity as the context.

Topic 4: Homework that encourages students to explore Chinese culture such as China, Chinese

scenery spots, festivals, literature, philosophy, history, arts, famous persons in China,

Chinatown, and Chinese American etc.

Categories of students' homework may include both conventional paper-based and digital software or apps.

To evaluate whether students have learned what they are supposed to learn in the DLI program

related to culture and Chinese language skills, the researcher also explored how their homework and classroom assignments related to culture and Chinese language and literacy learning.

However, after contacting the principal of the Southside Elementary School, the principal did not allow viewing homework produced by students. As a result, I was able expects to see only the questions of the homework without viewing students' answers.

Section 3.3.2 observation protocol. Cultural activities that students in the DLI program attended both on and off the campus were observed. I also observed the PTA and MAC meetings.

I documented each cultural activity entirely including the processes, objectives, organization, what participants were doing and what students learned from the cultural activity. Through observations, I learned to what extend the students enjoyed the activity and how they interacted with each other during the activity. At the same time, when the cultural activity was related to the local community, I learned how participants interacted with the community members and how community members supported the cultural activity.

Another set of observations was conducted in the PTA or MAC meetings. The PTA meeting happened between teachers and parents individually. It is like a workshop that provided guidance for parents to help their children's studies. The purpose of the observation included how teachers and parents interacted with each other, how teachers explained to parents what to do to help their children's Chinese language and cultural learning at home as well as how to assist their children do homework in different school subjects. The PTA meetings was a good opportunity to learn about the communications between school and parents. Parents informed teachers about problems they encountered when they helped their children's study at home and what they expected the school to do to help their children. By attending PTA meetings and listening to the conversations between parents and teachers, the researcher learned what parents expected for their children's Chinese language and cultural learning as well as how teachers answered to parents' questions regarding their children's studies at school and home. The conversations between parents and teachers during the PTA and MAC meetings were recorded for further analysis.

Through observing PTA and MAC meetings, I learned how parents supported the DLI program, what kinds of resources the community had been providing for the DLI program, and how the DLI program

had involved the parents in the decision making and advisory committee of the program.

I also had a chance to talk to some parents after the PTA and MAC meetings, so that the researcher learned about some parents' expectations and reflections of their children's study at the DLI program of the school and how they helped their children's study at home.

Section 3.3.3: interview. I interviewed the principal of the DLI program of the Southside Elementary School. The focus on the interview was on how the school supported the development of students' understanding toward the diverse cultures of the school, community and the world as well as how the school encourages students to participate in different community activities. The other purpose of the interview was to know how the school has formed partnerships with parents and community in supporting students' language and cultural learning in the DLI program. The following questions were asked of the principal of the school.

(1) What is the history of this Chinese-English DLI program? What are reasons for the establishment of the DLI program? Whom does this Chinese-English DLI program serve? What is the local community's response/feedback to the program as far as you know? How many students has the program served since the establishment of the program in the past years? How many students are currently enrolled in the DLI program?

(2) What do you think are the benefits of the DLI program for Chinese heritage language students as well as native English-speaking students? What do you think about the benefits of developing students' understandings toward diverse cultures in their community and the world through this program?

(3) What are the major achievements of the DLI program? What major challenges has the program encountered? How the community and parents helped with the problem solving?

(4) What were the major curricular and extracurricular activities the school and the DLI program have conducted to help students understand diverse cultures in their school and community? What were the major objectives of those activities? What did students do in the activities? What students can learn from the activities? What were the benefits of those activities?

(5) What are the relationships between parents and school? How much influence do parents have over what the school will teach their children? How are parents and the community involved in the

decision making of the DLI program regarding teaching and learning of language and culture in the program?

(6) What are the major communication mechanism the school has with parents in order to help parents know about their children's study at school and in the DLI program? Please list all of the mechanisms being used?

(7) What are the roles of the PTA and MAC meetings in helping the school connect with parents? What do parents and teachers do in the PTA and MAC meetings?

(8) What resources and support have parents and community provided for the DLI program?

(9) What activities (such as field trips, arts performance and community service) have the school organized to bring students closer to the community? Can you discuss some community activities that students have participated in before?

I also interviewed five parents of the DLI (Dual Language Immersion) program to know about how they support their children's language and culture learning at home and their reflections on the DLI program in teaching Chinese language and culture as well as enhancing their children's understanding of diverse cultures in the community and world. I recruited parents to participate in the interview during the PTA/MAC meetings.

Section 3.3.3.1: the recruiting process of parental interviews. In order to recruit parents for the interviews, I attended the PTA/MAC meeting. Before the PTA/MAC meeting began, I orally announced the intention of my research. Parents on the meeting were very supportive of my study. During the meeting, Chinese parent A approached me directly asking me the purpose of my research. I replied to her that the purposes of my research include investigating how the DLI program developed students' cultural understandings as well as how students learn Chinese literacy skills in the program. The Chinese parent A was very helpful to me. She even suggested that I distribute a form to parents who were attending the meeting. The instruction on the form required the parents to write down their names and contact information if they wanted to participate in the interview study. By following her direction and with her help, I managed to find four other parents to participate in the interview. The Chinese parent A was from Taiwan and she came to the US almost 20 years earlier. After getting two Master degrees in marketing in

the universities of the US, she moved to the Southside town and worked in a local market consulting company. The Chinese parent A was married to a professor in a nearby university. She had a son who were currently enrolled in DLI program of the Southside Elementary School. The Chinese parent B was an immigrant from mainland China and she was a researcher who worked in School of Medicine in the field of biometrics at a nearby university. Her daughter was enrolled in the DLI program of the Southside Elementary school. The American parent A worked in a local Christian church and was married to a wife from Taiwan. American parent A's wife had grown up in the US and could speak but not write in Chinese. American parent A has a daughter who was enrolled in the DLI program. American parent B worked in a hospital as a researcher in the field of medicine and her daughter was enrolled in the DLI program. The Pilipina parent worked in a hospital as a nurse. As a second-generation immigrant from the Philippine, she was born and educated in the US. Her daughter (third-generation Philippine immigrant) was enrolled in the DLI program.

I was very glad to find five parents whose children were currently enrolled in the DLI program to participate in the interview research. I was also very happy that those parents in this interview research were from different cultural backgrounds. So, they made the samples of my research more variable.

Section 3.3.3.2: questions been asked to parents in the interview. During the interview, the following questions were asked:

(1) Why did you send your children to the DLI program? What do you think about the benefits of the program for your children?

(2) What successes in your children's Chinese learning have you witnessed? What are the major problems that your children have had in learning Chinese? How do you help your children learn Chinese at home?

(3) Do you have any comments about teacher's instruction and the curriculum (such as textbooks, teaching and learning materials, and class plans) of the Chinese-English DLI program?

(4) What do you think about the teacher's instruction and curriculum of the DLI program in improving your child's Chinese language skill? What do you think about the importance of learning Chinese language and culture in the public school?

(5) What do you think about the benefits of using Chinese as the medium of instruction in teaching and learning the school subjects of math and social studies?

(6) What are your comments about the DLI program? Do you have any suggestions for the improvement of the program (especially in the aspects of teaching Chinese literacy skills and culture)?

(7) Does your child enjoy attending different cultural activities and events organized by the DLI program? Why or why not? What do you think about the benefits of such activities for your child?

(8) How do you support your child's language and culture learning at home? How were you asked to support your child's language and literacy learning at home?

(9) How do you communicate with the teachers and school regarding your children's studies?

(10) How do you and other parents support the school and DLI program?

Section 3.3.4: data collection summary. This case study was conducted at the Southside Elementary School and included document review, observation, interview and artifact study.

I focused on how the DLI program developed student understanding of culture and included the community at the DLI program of the Southside Elementary Schools. There following are the components for this research:

Observation

(1) Attending and observing PTA meeting and MAC meeting to know about the parents' and community involvement in the DLI program.

(2) Attending and observing school events that focus on culture.

Document review

(1) Review teachers' lesson plan regarding teaching language and culture and improving students' awareness toward cultural diversity in students' community, in the US and the world.

(2) Review instructional materials used in the classroom and by students at home about language and culture.

(3) Review students' homework related to language and cultural studies.

(4) Review teachers' website to find the resources and materials for teaching language and culture.

Interview

(1) Interview the principal of the DLI program of the Southside Elementary School to know about the family and community involvement in the program.

(2) Interview five parents whose children attend the DLI program to know about their perceptions of the DLI program, how they support the DLI program as well as their children's Chinese language and culture learning.

Artifacts study

(1) Take photos in the school building when students are gone, to see how the decorations support learning about Chinese culture as well as diverse culture in students' community, in the US and the world.

3.4 Data Collection CrossWorks

This study incorporates different types of data collection methods include observation, artefacts study and interview. The procedures for the data collection are summarized in the table below:

Table 3.4.1

Data collection CrossWorks

Research Questions	Data Collection Method
How does Chinese-English DLI program in the Southside Elementary School supports the development of students' understanding toward diverse cultures at school, in their community and the world, especially the Chinese culture?	**Document review** on instructional material and teacher's lesson plans related to the teaching cultural diversity. **Observation**: observing school events related to improving students' cultural awareness. **Artifacts study:** studying decorations in the school building and classroom to see how they support students' cultural studies. **Interview:** interview parents to learn about their perceptions of the DLI program especially their

	opinions on how the DLI program cultivate their children's cultural understandings.
How are Chinese language arts and literacy are taught in the Southside Elementary School and what do they teach about cultures in the process?	**Document review** (1) Review teachers' lesson plans on teaching Chinese language and literacy. (2) Review instructional materials and students' homework related to the studies of Chinese language, literacy skills and culture. (3) Review teachers' website to find the resources supporting Chinese language arts and cultural teaching and learning.
How does the local community support the Chinese-English DLI program?	**Interview:** **(1)** Interview principal to know about parents and family involvement in the DLI program. **(2)** Interview five parents whose children attending DLI program to learn how they support the DLI program as well as their children's Chinese language and culture learning. **Observation:** attending and observing PTA and MAC meetings to know about how parents and community support the DLI program as well as students' language and cultural studies.

3.5 Data Analysis

Data from document study, classroom observations, artifact and interview studies were triangulated.

But before the triangulation, I analyzed each resource of data separately. Yin (2003, p.83) mentions that the purpose of conducting case studies is to find evidence for case studies. There are six sources to find evidence: documents, archival records, interviews, direct observation, participant-observation, and physical artifacts.

Section 3.5.1 data from documents and artifacts. For the document and artifacts study conducted in the DLI classroom, I studied the state level Social Studies Curriculum Standards on cultural learning, teachers' lesson plan and instructional materials used in the DLI classroom in order to know how Chinese language and cultural content is included in the curriculum of the DLI program. I also studied the artifacts displayed in the classroom and school building that promote students' Chinese language and cultural learning.

I wished to study instructional materials related to improving students' awareness toward cultural diversity in school, students' community, in the US and the world such as the materials related to topics of immigrants, ethnicity, races, ways of life of people, diverse cultural practices, products and perspectives in students' community, in the US and in the world. However, except for the materials introducing the "push and pull factors" related to the immigration in the US, what I really found was the instructional materials related to the US civic culture such as the US Constitution, political system, government and US presidents. I also found the reading materials related to the history of early English colonists and Native American tribes in the New World. The researcher did a content analysis by categorizing different types of cultural materials into three major topics: Chinese cultural content, content related to the US civic culture and content related to the immigration and colonization in the US. Under the umbrella of three major topics, there are some subtopics are given in the diagram below:

Table 3.5.1.1

Cultural Content Instructional Materials Found in the DLI Program, by Topics

Chinese cultural content	Content related to the US civic culture	Content that related to the immigration and colonization in the US

Chinese language arts (Chinese folk stories, Chinese fairy tales, Chinese poems etc.), content about Chinese history, arts, festivals, famous persons in China.	US Constitutions, political system and US presidents	Content related to introduce the "push and pull" factors of immigration. The history of early English colonists and Native American tribes.

Besides finding documents that support teaching cultural topics specially and improve students' understanding of Chinese culture and diversity cultures in the community and world, I also found materials related to teaching Chinese language arts and improving students' Chinese literacy skills. I found instructional materials related to teaching Chinese listening, speaking, reading and writing skills. This helped me find the answer for the research question "How are Chinese language arts and literacy are taught in the DLI program, and what do they teach about culture in this process?". In this, I was particularly interested to know how Chinese teachers use digital material, software and online materials to teach Chinese literacy skills. When I browsed teachers' website of the DLI program at the Southside Elementary School, I saw the teacher often used an internet-based Chinese learning platform "iChineseReader" to help students develop Chinese literacy skills. Every week students were required to read one or two Chinese texts from the platform at first and then complete some reading comprehension questions. The teachers in the DLI program also used other online interactive learning apps such as Pear-Deck and Google Classroom to help students learn the subject content and Chinese language. Those platforms or apps incorporated interesting interactive language games and many Chinese literature and nonfiction leveled books. So, I also analyzed digital materials to investigate the features and functions to develop their literacy skills and enhance cultural understanding.

Section 3.5.2 data from observation. I observed cultural activities that students in the DLI program participated in as well as in the PTA and MAC meetings. For the cultural activities, I took down the field notes to record the procedures of the activities, as well as teachers and students' activities, speeches, conversations, plus how students interacted with each other and with community members.

For the data collected from the cultural activities, I found the codes which including "interactions between students and community members," "using target language to communicate for interpersonal, informational and/or presentational purpose", "celebrating the heritage culture", "spirits of togetherness", "applaud", "smiles," "reflection and critically thinking about the culture", "cultural comparison", "cultural perspectives," "cultural products," "cultural practices" and "participation in a community/cultural group" etc. depends on the real data. The researchers will further analyze these codes in order to generalize them into common topics or themes such as "cross-cultural communication," "cultural understanding," "cultural engagement," "experiencing the culture for personal enjoyment and enrichment," "cultural appreciation," and "community involvement."

Other observations were conducted in the PTA and MAC meetings. I took down field notes to record the process of the meetings as well as some conversations between teachers and parents if topics of the conversations were about family/community-involvement and language and culture learning. The transcripts of the conversations between parents and teacher were compiled and categorized in order to identify the codes and themes. The themes of the conversations in the PTA and MAC meetings included "parents' involvement in supporting children's language and cultural learning at the DLI program," "community involvement and support in the program" and "parents/community- school partnership."

Section 3.5.3 data from the interview. I interviewed the principal of the Southside Elementary School, as well as students and parents in the DLI program and recorded the interviews with a digital recorder. Data collected from the interview were transcribed and translated into English. The transcripts of each interview was coded inductively in order to find themes. I merged the repeated themes of different interviews. The potential themes of the interviews included "parents and community involvement in the DLI program," "stakeholders' opinions on curricular and extracurricular activities for developing students' cultural understandings," and "students' engagement in learning language and culture."

Section 3.5.4 triangulation. Triangulation facilities validation of data through cross-verification from more than two resources. According to Denzin (2006), there are four types of triangulation: (1) data triangulation, (2) investigator triangulation, (3) theory triangulation and (4) methodological triangulation. In this research, I used data, theoretical and methodological triangulation to analyze different data. Data triangulation refers to collecting data in different time, space and from different research objects. In this research, the researcher collected interview data from different parents in Chinese-English DLI program to let them talk about their perceptions toward the DLI program and their suggestions on improving the teaching of Chinese language and culture in DLI program. I also interviewed school principal, letting her talk about the history and current situation of the DLI program and her ideas on community-involvement in the DLI program. The data triangulation method helped me enrich the value of my data by adding different perspectives and opinions of interviewees toward the curriculum and pedagogical reform for developing students' cultural awareness.

Theory triangulation refers to using more than one theoretical scheme in the interpretation of the phenomenon. In this research, the researcher used multiple theories such as Paulo Freire's world-mediated education theory, Gardner's social educational model of language learning, Norton's identity theory, as well as Pierre Bourdieu's symbolic capital/power theory to interpret Chinese language education in the DLI program in the US. These theories can also help me interpret the reasons why Chinese culture is underrepresented in the Chinese-English DLI program of the K-12 as well as stakeholders' suggestions on improving the curriculum by adding more Chinese cultural content to the DLI curriculum and developing students' understanding toward the diverse cultures in school, students' community, in the US and the world. Of course, I used the methodological triangulation method which involves using more than one method to collect data. This study involved observation, document study and interview, I hoped the outcome of each data collection method could enrich each other and explain different aspects of my research questions.

Section 3.5.5 protection of the human subjects. To protect the human subjects, especially their privacy, all of the data collected from observations and interviews were stored in a encrypted file on a password protected computer to make sure only I can have access to it. The interviewees' real names did

not appear in the interview transcripts and I used pseudonym to represent each interviewee. During the process of data collection, the participants could quit my research at any time they wished. The whole research plan had been approved by the IRB (Institutional Review Board) of the UNC-Chapel Hill.

Section 3.5.6 researcher's positionality. As the researcher of this study, I was particularly concerned about the intricate relations between research participants (i.e. principal and parents in the CHL school and DLI program). On one hand, I tried to stay close to them during the research in order to maintain their good feeling. So that the researcher was able to collect authentic firsthand data. On the other hand, I also kept some distance to them to prevent the excessive interference with them.

Section 3.5.7 limitations. There was one major limitation I encountered during the research which was the researcher's limited access to the data resource. I was not allowed to interview Chinese teachers and students in the DLI program and not allowed to conduct classroom observations on how teachers teach language and culture during the class. Thus I had to rely on the documents such as teachers' lesson plan and instructional materials to predict how language and culture was taught in class. In addition, I only interviewed five parents to inquire their perspectives toward the curriculum, instruction as well as cultural learning in the DLI program. The sample size is limited. So parents' perspectives toward the DLI program may not be able to represent many other parents. Additionally, since the school district did not allow me to interview teachers in the DLI program, I have no way to evaluate the qualification of teachers in the DLI program.

Chapter 4:

The Background of the DLI program of The Southside Elementary School and Its School Environment

Introduction

This chapter presents the background of the DLI program of the Southside Elementary School as well as its school environment that supports for the cultural and language learning.

4.1 The Background of the Southside Elementary School

The DLI program of the Southside Elementary has existed for 16 years since 2002. According to the principal of the Southside Elementary School, the DLI program of the Southside Elementary School was established because a grant had been forwarded from the state and the federal governments to the school district of the town. The grant was to provide support for the English Language Learners (ELLs) to learn English. Initially there had been a Spanish-English DLI program in another school for Spanish heritage language learners, and then the school district decided to use this grant to expand the program to Chinese students in the town by establishing a Chinese-English DLI program in the Southside Elementary School. The initial purpose of the DLI program was changed in 2014 by the school board to be about "teaching Chinese to the students of nonnative English speakers." So, learning both English and learning Chinese language were both two equally important tasks in the DLI program. The changes in the thinking of the purpose of the DLI program in 2014 reflected the changes of the mind of the school board from viewing heritage language as a problem to viewing it as a right or resource for heritage language learners and local students.

There were about 224 students in the whole DLI program of Southside Elementary School which constituted nearly half of the its total students population (the school had a total number of 475 students from kindergarten to grade 5 in 2016-2017). The DLI program of the Southside Elementary School followed a 50%-50% instructional model, which means 50% of its students were CHL learners, the other

50% were non-Chinese heritage students (including students from native English-speaking families and students from immigrant families of non-Chinese speaking countries such as the Philippines and Vietnam). From kindergarten to grade 4 there were two DLI classes in each grade, and in grade 5 there was just one DLI class. In each DLI class, there were approximately 24 students.

As mentioned by the principal of the school, the parents of the town enthusiastically supported this Chinese-English DLI program. They had done a lot of research on the DLI program and supported the fundraising. However, there was one major concern about the program emphasized by the principal as well as some parents (such as American parent B in this study). They felt that the DLI program was for high-performing students who have a lot of family support on the Chinese language learning. As a result, those high-performing students were also less likely to have a problem in learning the school subjects which were taught in Chinese and they were most likely to be more successful in the program compared with students who did not have much family support for learning the Chinese language and subject content. If the program was just for a few high-performing students who have a lot of family support, as mentioned by the principal, "Should the school district still need to put more money into the program?" Or should the school district put more money into other school programs that help underperforming or vulnerable students? This was the biggest challenge that the DLI program faced. The DLI program must improve the performance of students of all cultural backgrounds (including CHL learners, native English-speaking students and immigrant students) in the aspects of learning Chinese and English language and culture learning and school subjects, improving standardized test results, and last but not least, promoting students' understanding of diverse cultures in their community, in the US and the world consistent with requirement of multicultural education. The DLI program of the Southside Elementary School has faced this unprecedented challenge and it had to work out a way to solve the challenge in order to survive and thrive. Solving this challenge was also an important task to fulfill the missions of the school, which include:

(1) Celebrating the cultural diversity of student population and take every opportunity to incorporate that diversity into our students' social and intellectual development.

(2) Creating a caring, nurturing environment to promote effective learning. This atmosphere is created by ensuring that students have caring staff that provide enrichment and family resources as well as encourage parental and community support.

(3) Students have different capabilities, interests, and needs and it is the responsibility of our faculty to accommodate these differences while challenging each student to achieve his/her full potential.

Thus, the Southside Elementary school aims to make every student to be a successful life-long learner regardless of the cultural background, and to be a productive and caring member of the society. The school also promotes effective learning by not only by relying on its teachers and staff to provide its students enrichment resources, but also by focusing on community-school partnerships and encouraging resources and support from families and the community. It is the joint responsibility of the school, parents and community to make every student in the school and in the DLI program successful and achieve his or her full potential in a multicultural globalized society and the world.

4.2 School Environment Support for Cultural and Language Learning

Decorations in the classrooms and school buildings of the Southside Elementary School support students' cultural and language learning. In what I saw during my research tours in the school, the school mainly uses posters to facilitate students' learning of the school subjects (social studies and math) and Chinese language. Some posters help students in the DLI program learn the subject content by reminding students what they have learned in class and by representing those lessons in different ways. For example, in order to help students understand a major US civic cultural practice, democratic election, a social studies poster in the 5th grade DLI classroom tells students categories of elections they can participate in as US citizens of today (such as presidential, gubernatorial and mayoral election), the past denial of the voting rights to the ethnic minority groups, African Americans, Asian Americans and women in the US history, the process of elections, the democratic election in other regions of the world (such as the presidential election in Taiwan) and the history of suffrage.

Picture 4.2.1. A social studies poster
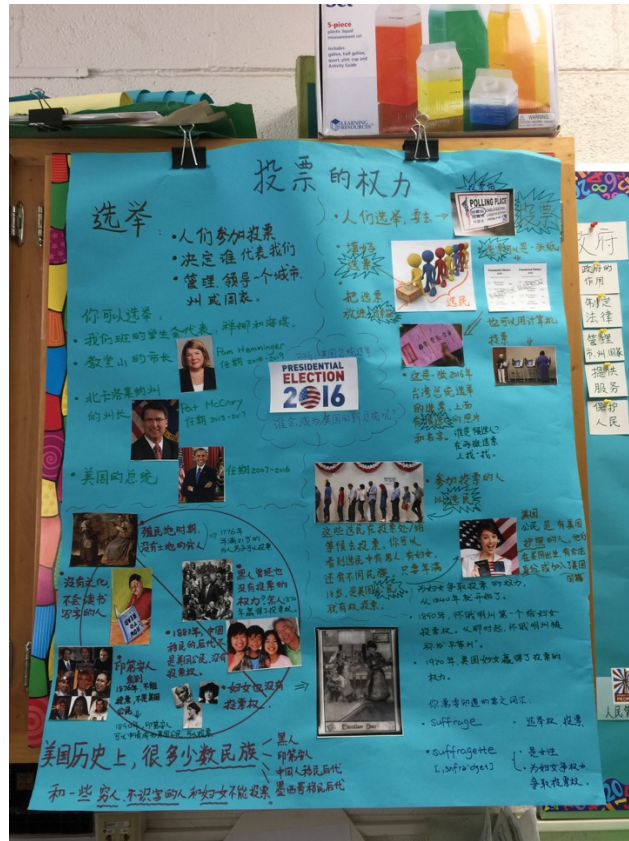
Through viewing this poster, students in the DLI program may be able to learn what is an election is, why do they need to participate in different elections, and know about the history and development of the US election system, as well as when and how women fought for the right to vote in the 19ᵗʰ and 20ᵗʰ centuries.

The teachers in the DLI program also like to use posters to remind students to think about what they have learned in the classes. For example, in the picture below demonstrates from a 1st grade DLI classroom, two posters were struck on the white board. Each poster is included with one question like "How can we guess an unknown addend in an equation?" and "What is culture?" Since in the Southside Elementary School, math, social studies and Chinese language subjects are often taught by the same teacher in the same classroom, so it is likely that math, social studies and Chinese language subject questions were stuck on the same white board. In addition, as what can be seen in the picture, the white board also includes posters of Chinese characters like 绿色(green)，红色(red)，黄色(yellow), and 蓝色

(blue). On the right side of the white board, the teacher also use poster to tell students the class agenda of a school day. On top of white board there were two flags: one is the national flag of China, the other is the national flag of the USA. It is also important to note that all of the words on the poster are in the Chinese language which aims to fully immerse students in a Chinese-speaking environment.

Picture 4.2.2. Writings and posters on the white board #1

The DLI program also attempts to cultivate students' ability to use the Chinese language for academic tasks in the classroom such as using Chinese language to discuss questions. For example, as can be seen from the Picture 4.2.3, in order to help beginning CFL learners use simple Chinese words and sentences to participate in the classroom discussion, the teacher even posted the necessary Chinese words and grammar structures on the white board. When CFL students want to participate in the classroom discussion but forget how to say some sentences and words in Chinese, they can choose and read aloud corresponding sentence structures to start the conversation. Those sentence structures include "我要补充的是... (What I want to add is....)", "我同意，因为... (I agree, because...)", "我不同意，因为... (I don't agree, because...)", "我的一个方法是...我用了... 我的另一个方法是... (one of my solution is... I use...,

another solution is...)", "因为... 所以... (because... as a result...)", "我不同意，因为方法是..., 方法是错的 (I don't agree, because the solution been used is..., the solution is wrong)", "我同意，因为方法是... 方法是对的 (I agree, because the solution is... the solution is right)", "我用... 检查了答案 (I used... to check the answer)". It also indicates that in the DLI class, teachers do teach Chinese grammar and sentence structure directly in helping students participate in the classroom discussion on the subject content.

Picture 4.2.3. Writings and posters on the white board #2

Picture 4.2.4. Writings and posters on the white board #3
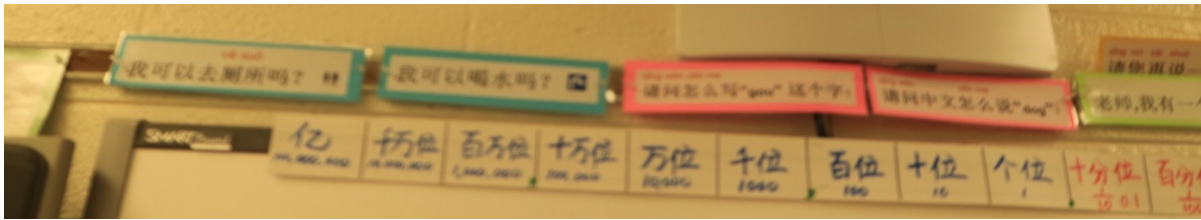
Picture 4.2.5. Writings and posters on the white board #4

In addition, to help CFL learners overcome the language barriers for classroom communications, the teacher even posted sentences that can be used in common conversational situations in the classroom. As can be seen from the Picture 4.2.3 and 4.2.4, the teacher even told CFL students useful words and expressions for classroom conversations that can be potentially used in certain situations. Those useful expressions include "我可以去厕所吗？(Can I go to the bathroom?)", "我可以喝水吗? (Can I drink water?)", "老师，我有一个问题 (Teacher, I have one question...)", "请问，怎么写 '...' 这个字？ (Please tell me how to write the word '...' in Chinese?)", "请问，中文怎么说 '...'? (please tell how to say the word '...' in Chinese?), "请您再说一遍 (would you please say it again)", "请您说慢一点 (would you please say it again slowly), "老师，我听不懂 (teacher, I can't understand your speech)".

To help students in the Chinese-English DLI program familiar with the Chinese vocabularies of school subject content, the teacher posted some of them on the white board. For example, as shown in Picture 4.2.4, on the white board the teacher posted the Chinese counting units such as 个位(ones' place: 1), 十位(tens' place: 10), 百位(hundred's place: 100),千位(thousand's place: 1,000), 万位(ten thousand's place: 10,000), 十万位(hundred thousand's place: 100,000), 百万位(one million's place: 1,000,000), 千万位(ten million's place: 10,000,000), and 亿位(one hundred million's place: 100,000,000). Since

Chinese people use a different counting unit system than is used in the western world, students in the DLI program must learn those cultural differences in order to read aloud numbers in Chinese language correctly. So, the teachers in the Chinese-English DLI program must tell students the differences between English counting units and Chinese counting units as well as other different ways of expression in two languages.

Another feature of the learning environment of the Southside Elementary School is that the school uses the posters to inform its education objectives including the objectives of cultural learning, social studies and academic development of its education. As shown in Picture of 4.2.6, the mission of the school is to inspire, encourage, support, educate, and love all students emotionally, socially, and academically in a safe and nurturing environment. The mission of the kindergarten is to inspire students. As shown in the Picture 4.2.7, the mission of second grade includes family, collaboration, learning, growth mindset, peers, critical thinker, and achieving. Picture 4.2.8 gives the education objectives of the 4th grade includes, including the components of technology, success, accountability, tolerance, change, critical thinking, laughter, equity, community, relationships, growth mindset, guide, global, love, motivated, challenging, collaboration, citizens, problem solvers, future and empathy. Generally speaking, the core spirits that the school and its DLI program claim to cultivate include critical thinking, inspiration, family, community and collaboration. Picture 4.2.9 is a Chinese traditional painting with Chinese calligraphy. The title of this Chinese painting is 海纳百川(be tolerant to diversity). This Chinese art work was displayed on the interior wall of the school principal's office. The Chinese phrase "海纳百川" literally means a sea absorbs water from thousands of rivers without discrimination. The connotative meaning of this word is that "a person is open-minded who is tolerant of many different things." So the Southside Elementary School is like what is mentioned in the Chinese painting, it not only tolerates an non-western language and culture but also diverse cultures from the students' community.

Picture 4.2.6: A poster demonstrates the general education objectives of 4th grade

Picture 4.2.7. A poster demonstrates the general education objectives of the 2nd grade

Picture 4.2.8. A poster demonstrates the general education objectives of the kindergarten

Picture 4.2.9. A Chinese traditional painting with Chinese calligraphy: *be tolerant to diversity*

Some posters in the DLI classroom also introduce some elements of Chinese culture such as the

figures in Chinese mythology, traditional festivals and Chinese food as well as words to describe those

cultural elements. As can be seen from the Picture 4.2.10, a poster in front of a DLI classroom demonstrates the origin the Chinese Moon Festival or Mid-Autumn (中秋节)- the mythology or folk story about the goddess Chang'er flying to the moon (嫦娥奔月) and the hero Hou Yi shot down the Suns (后羿射日).

Picture 4.2.10. A poster about Chinese Moon Festival: *mythology of Chang Er and Hou Yi*

The moon has special meaning in different cultures of the world. In the ancient Chinese mythology, a goddess named Chang Er lived on the moon. According to the Chinese mythology, one reason for Chinese people to eat mooncakes on a Mid-autumn day is to memorialize the goddess Chang Er and her husband Hou Yi. For the young Chinese learners, learning Chinese mythology can not only boost their interest to learn Chinese language and literature, but also may increase their understanding of traditional Chinese cultural values.

Although mythology may not real, myth is a feature of every culture. A culture's collective mythology helps convey belonging, shared religious experiences, behavioral models and moral and practical lessons. By learning Chinese myths, and folk stories, the Chinese learners may be able to develop a better understanding of the mindset, ideology and values of traditional Chinese people. So,

learning Chinese mythologies and folk stories is an important component of learning Chinese culture, especially for the young Chinese learners.

In order to encourage students to learn more about Chinese culture like traditional Chinese music, in the music classroom, we can find a Chinese musical instrument 木琴 (alto xylophone). Students may able to learn to play those musical instruments twice a week since they have two music classes per-week.

Picture 4.2.11. Chinese musical instrument in the music classroom

4.3 A Summary of Chapter 4

This chapter generally describes the historical background of the DLI program of the Southside Elementary School including the reasons that made the school district established the program, the changes in the primary purpose of the program in history, the missions of the school and the DLI program, the students' enrollment in the school and the DLI program, and the major challenges of the DLI program. I also generally describe the school environment and decorations in the school building and DLI classroom that promote Chinese language and cultural (including the US civic culture and Chinese culture) learning. In this regard I emphasize the importance of the school and the DLI program that

promote students' understandings of the diverse cultures in their community and the world. I also note

about the significance of promoting the community involvement in the DLI program.

Chapter 5:

How are Chinese Language Arts and Literacy Taught in the Southside Elementary School and What do They Teach about Culture in the Process?

Introduction

This chapter mainly analyzes the curriculum in the Chinese-English DLI program that promote the Chinese language and literacy as well as cultural learning. I analyzed the Social Studies curriculum standards that the DLI program currently follows. To know how teachers in the DLI program taught Chinese language, literacy and cultural content in Social Studies class, I also analyzed teacher's lesson plan, instructional materials and posters that have been used or going to use in the DLI class.

5.1 School Curriculum Supporting Language, Literacy and Cultural Learning

The Table 5.1.1 below shows the curriculum standards for cultural learning in the social studies subject for Kindergarten to grade 5 that the Southside Elementary School currently adopted.

Table 5.1.1

Curriculum Standards for Cultural Learning in the Social Studies Subject for Kindergarten to Grade 5

Grade	Cultural learning essential standards in the social studies subject	Clarifying Objectives
K	Understand how individuals are similar and different.	1. Explain similarities in self and others. 2. Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).

1	Understand the diversity of people in the local community.	1. Compare the languages, traditions, and holidays of various cultures. 2. Use literature to help people understand diverse cultures.
2	Understand how various cultures influence communities.	1. Explain how artistic expressions of diverse cultures contribute to the community (stores, art, music, food, etc.) 2. Recognize the key historical figures and events that are associated with various cultural traditions. 3. Exemplify respect and appropriate social skills needed for working with diverse groups.
3	Understand how diverse cultures are visible in local and regional communities.	1. Compared languages, foods and traditions of various groups living in local and regional communities. 2. Exemplify how various groups show artistic expression within the local and regional communities. 3. Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).
4	Understand the impact of various cultural groups on the state.	1. Explain how the settlement of people from various cultures

		affected the development of regions in the state (languages, foods and traditions).
		2. Explain how the artistic expression of various groups represents the cultural heritage of the state.
5	Understand how increased diversity resulted from migration, settlement patterns and economic develop in the US.	1. Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration. 2. Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology. 3. Explain how the movement of goods, ideas, and various cultural groups influenced the development of regions in the US. 4. Understand how cultural narratives (legends, songs, ballads, games, folk tales and art form) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

From the Table 5.1.1, we see that the social studies curriculum standards of the Southside Elementary School do focus on cultural learning. However, the scopes of cultural learning are limited to cultures in the students' classroom (kindergarten), community (grade 1 to 3), the state where the school is located at

(grade 4), and the US (grade 5). The cultural learning follows an orderly progression which from the inner circle environment of students (cultures in the classroom, family and the school) to an outer circle of environment (cultures in students' community, the city and the state where the school locate and the US cultures). The depth of the cultural learning is limited to concrete cultural practices (such as festivals, traditions, dress, etc.) and products (such as foods, art, music and languages).

However, from the teachers' lesson plans and instructional materials, I found that most of the texts used in social studies classes were focused just on even a narrower spectrum of culture such as introducing the town in which the school is located at, the basic geographic information of the state where the school is located, major agricultural products in the state. The lesson plan and instructional materials also include American history particularly during the early English colonial period (such as the stories about the legendary Roanoke Colony and Jamestown Settlement), the interactions between early English settlers and Native American tribes, how early colonists survived in the harsh environment as well as cultures of the historical Native American tribes in the state. According to the instructional materials and lesson plan used in the DLI program that I collected, I also found that due to requirements of the social studies essential standards or teachers' preference, the teacher seldom introduced diverse cultures in students' own community and the state the students live in. In grades 4 and 5, the cultural studies curriculum focused on the cultures of historical Native Americans tribes and the cultures of early English colonists in the North American continent. Important information included in that curriculum is that students the original settlers on the American continent were Native American tribes, and the dramatic changes happened in the New World after the arrival of early European colonists. The US is a country which is made up of the new immigrants and the descendants of historical immigrants. So, every American, except for the Native American, is a new immigrant or a descendant of the historical immigrants. The immigrants from different countries brought their cultures and lifestyles to the US and changed the original status of the American continent environmentally, culturally and economically since the landing of early European colonists. Such content tells students about the origin of the country which is an important component of civic education and it could promote students' awareness of the national

history and may lead some students' (especially white students) to see the immigration as a common cultural experience.

However, one problem is that students' families and community cultures as well as diverse cultures that students can encounter in their daily life (including Chinese culture) seldom are covered in the formal classroom teaching, at least according to the lessons I collected. Even if the DLI classes do introduce some Chinese culture, it is very rudimentary and superficial and could not guide students to think about its deeper meanings. For example, a lesson plan indicated that in a Chinese class one week before the Chinese New Year, the teacher planned to introduce the Chinese lunar new year, with its date and major celebration activities, show students a video about it, and then students sing a Chinese New Year thematic song and do a Chinese dance rehearsal in order to prepare a dance performance for Chinese New Year Celebration Gala on the weekend. However, the problem is that the teacher only required students to listen to her introduction on the Chinese New Year, watch a video about the Chinese New Year and sing a Chinese song and perform a Chinese dance. There was no follow up activity to have students talk about cultural elements in the video such as Chinese lunar calendar, different customs to celebrate Chinese New Year in different regions of China and the world, or Chinese foods for the Chinese New Year. There was also no activity to inspire students to think about the importance of celebrating the Chinese New Year for the Chinese people in China and the US and have Chinese students in the DLI program talk about how they celebrated the Chinese New Year with their families and community. There was also no activity to have students compare and contrast the Chinese New Year celebration with Western New Year celebrations or to promote students' deeper cultural understanding of Chinese people's unique practices and perceptions of family reunion during the Chinese New Year.

Along with learning about Chinese festivals such as Chinese New Year, other Chinese teachers in the DLI program encouraged students to have individualized cultural study projects focusing on famous figures in the US and China. Those figures include Chairman Mao, Presidents George Washington, Abraham Lincoln, and NBA players Michael Jordan and Yao Ming. The teachers usually provided students with reading materials or online learning materials about those figures and guided students to read about them in social studies class. Based on those materials, each student was required to choose one

figure and to write a short introduction. At the end of the semester, each student would present their introduction in front of their classmates. Although some teachers organized these individualized cultural study projects, which may to some extent encourage students learn more about Chinese history and culture as well as learn some new Chinese vocabularies, the focus of such cultural studies projects was on helping students learn more about the stories of famous persons in the US such as President George Washington, Abraham Lincoln and NBA player Michael Jordan. The stories of Chinese figures are just extensive reading materials for students to read at home and the teacher seldom introduced those Chinese figures in the classroom. This exercise did not integrate into the other lessons.

To know about how the curriculum support students' cultural studies, I analyzed the curriculum and standards that the school district of the DLI program adopted or created. For example, in grade 4, the social studies curriculum included understanding the impact of various groups on the state where the school is located including languages, foods and traditions of various cultural groups, explaining how the settlement of people from various cultures affected the development of the regions in the state, and explaining how the artistic expression of various groups represents the cultural heritage of the state. The priority standards include classifying cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences, understanding how prominent citizens and events impact the target culture and students' culture, integrating traditions and activities of the target culture and the students' culture, and coordinating events or presentations that share the target language and culture with community. With the guidance of those learning goals about cultural studies, the teacher can create and design more cultural studies classes for students in the DLI program.

Concerning how the settlement of people from various cultures affected the development of the regions in the state, the teacher expected grade 4 students to demonstrate their cultural understanding by following six facets task ideas that included the aspects of explanation, interpretation, application, empathy, perspective and self-knowledge. For the aspect of explanation, students should be able to explain how the settlement of people from various cultures affected the development of regions in the state. For the aspect of interpretation, students should be able to describe settlement patterns of immigrants based on data charts. For the aspect of application, students should be able to create resources

about the growth and development of the state that will teach the Chinese language and culture for use in the community. For the aspect of empathy, the students should be able to find evidence to show the claim that how human activity impacted on the environment and people in the state. For the aspect of perspective, the students should be able to know how diverse groups contributed to the development of regions in the state. For the aspect of self-knowledge, the students should be able to appreciate the contribution of different cultural groups in NC as well as how those contributions made the state special and unique.

Similarly, the social studies curriculum in other grades also include the special aspects of cultural studies. In Grade 5, the social studies essential standards include understand how increased diversity resulted from migration, settlement patterns and economic development in the US. In Grade 3, its cultural studies curriculum includes understand how diverse cultures are visible in local and regional communities. Students are required to compare languages, foods and traditions of various groups living in local and regional communities.

The curriculum standards of social studies subject in the elementary school level focuses on developing students' awareness of the places where they live in together, such as their families, school, and communities across the world, how communities are linked to form larger political units, and how people are culturally, geographically and economically connected. In order to develop such an awareness, a special assignment was given to 2nd grade students of the DLI program. Students were asked to design a brochure about introducing the town they live in, which should include the content such as the famous persons in town, population and the geographic information of the town.

Picture 5.1.1. Social Studies Brochures

The Picture 5.1.1 shows 2nd grade DLI students' social studies brochures. Each brochure includes the information such as geographic location, famous persons, cultural life of the people of the town students live in. All of the brochures include both English and Chinese introductions. The brochures were posted on the back wall of the classroom for the demonstration.

The Picture 5.1.2 is another example of how the DLI program develops students' awareness of the place and community they live in. Each student made a bundle of artifact folios artifact (*my map*), each bundle is made up of 7 folios. In each folio, a student is required to write or draw pictures according to the theme that has been given. The themes included my room, my house, my city, my state, my country, and my planet earth. So, each student is able to design his own version of the folios. By doing this project, students were able to demonstrate their understandings of their family, community, city, state, country and the world they live in and may develop cultural understanding.

Picture 5.1.2. Students' Handicraft in the Social Studies Class

In addition, *State Standards on World Languages & Dual Language Immersion Program* does not require students in the DLI program of the K-5 school to appreciate target language literature since the curriculum standards just focus on developing students' target language interpersonal, interpretive and presentational communication skills. The aesthetic purpose of language and literacy learning does not include the curriculum standards. However, this did not prevent the DLI program of the Southside Elementary School from incorporating simple Chinese literature into its curriculum.

For the Chinese language arts learning, as shown in Picture 5.1.3, the DLI program also attempts to incorporate simple Chinese literature into its curriculum by encouraging students to read and write Chinese poems of the Tang Dynasty. The Picture 5.1.3 depicts how a second grade DLI class encourages students to read and write ancient Chinese poems. Each student chooses a poem and then hand-write the poem on a small poster. To make the posters look nice, each poster is decorated with beautiful patterns such as traditional Chinese ink wash painting, cartoon figures or natural scenery. Since the Chinese poems of the Tang Dynasty are world-famous and each Chinese poem tend to use simple words or

phrases to express deep meanings, encouraging beginning Chinese learners to read, write and appreciate Chinese poems may cultivate them the interests of learning traditional Chinese culture, literature and arts. Also, the beginning Chinese learners are not as easily to be frustrated by having to write Chinese characters since each poem tend to use simple words. So, this will give the beginning Chinese learners a sense of achievement when they finish writing a Chinese poem on a beautiful poster.

Picture 5.1.3. Ancient Chinese Poems Display

In addition, the school also has a small library (as in the Picture 5.1.4) to facilitates the language arts and cultural learning. The library is for all students (DLI program and ordinary program). In this library, two book shelfs were used exclusively to store Chinese books. Students in the DLI program can find Chinese stories, mythology, fairy tales, cartoons etc. that are suitable for their Chinese language levels and ages. To guarantee every student has sufficient reading hours, students are usually given at least 1 hour of reading time every day. Each class will go to the library at different time of a school day to avoid overcrowding in the library. All the books in the library were purchased by a special funding from the school district and books were renewed every year. However, one disadvantage of the library is that the

books were not categorized by different genres and all of the books were stacked together. For the

Chinese books were not classified according to amount of Chinese vocabularies that they had or the

genres. Beginning Chinese learners may have difficulty in finding the genres they like to read as well as

the books that are suitable for their Chinese literacy levels.

Picture 5.1.4. School Library

Picture 5.1.5. A Poster about Chinese Characters
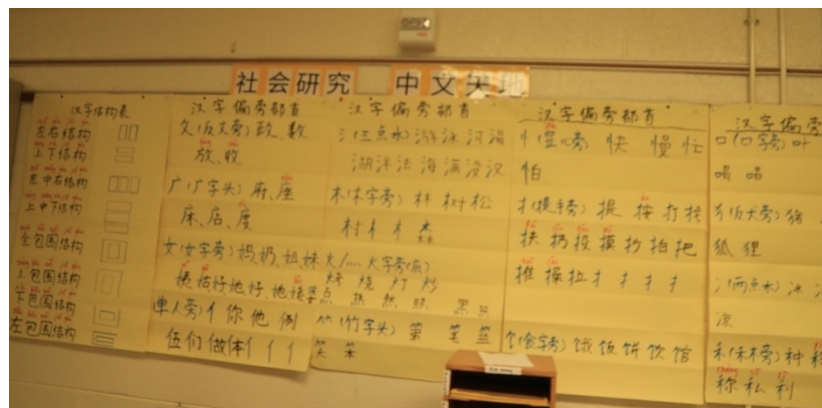
Chinese characters are logographic symbols that consist of morphemes (or radicals), so in order to

help students in the DLI program develop morphological awareness of the Chinese characters, a poster at

the back of the 2nd grade DLI classroom informs students of the essential structures of the Chinese

characters, the order of strokes and the common radicals of the Chinese characters.

The teachers also created more opportunities for students to write narratives in Chinese. For example, a common writing topic for social studies and civics subject is writing about the process of voting. Students were encouraged to imagine and write about a situation in the future when they participate in the mayor or presidential elections. This writing task integrated common core writing standards (ELA-Literacy W3.3 write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences) with the social studies standards (3.C & G.2 understand how citizens participate in their community, and 3.C& G.1.1 exemplify how citizens contribute politically, socially and economically to their community). Voting for mayor of the city or the president of the US is a basic way for the US citizens to politically participate in the democracy. So, the teacher in the DLI program created this writing task. The teacher also encouraged students to write a prose composition describing their daily life and their surrounding environment such as the four seasons. For example, after a fieldtrip to a state park during the spring, the teacher encouraged students to write a prose about the spring based on their experience in the park.

In order to know about how the school subject curriculum supported students' understanding of the cultures in their school and community they live in and how their communities are culturally, geographically and economically connected. I analyzed four lesson plans that were focused on topics of social studies in grade 3-5. Through examining those lesson plans, I investigated how the social studies classes of the DLI program also supported the development of students' Chinese language and literacy skills along the way. I analyzed the cultural content of each lesson plan as well as the instructional activities and procedures that each lesson plan included. I did not get permission from the Southside Elementary School to see the students' homework, so I cannot evaluate the curriculum product that each lesson plan may have unless students' assignments were already posed in the classroom or the main corridor of the school teaching building as a cultural artefact for the public to view.

5.2 A Grade 3 Geography Lesson Plan

The first lesson plan is a grade 3 geography lesson plan. This lesson plan followed the usual practice and consisted of the major components of learning goals, standards, lesson essential questions, key vocabularies (Chinese vocabularies) and instruction procedures.

Table 5.2.1

An Analysis of a Grade 3 Geography Lesson Plan

Culture content	Target Language and Literacy Learning Activities	Teaching methods
<u>Natural Geography</u> 1. The geographic features of the town (including location, nearby cities, landforms, bodies of water, etc.) 2. Biological and ecological knowledge related to trees like photosynthesis, oxygen, carbon dioxide, nutrition and soil and water conservation. <u>Human Geography</u> 3. Origins of the town 4. Population changes of the town throughout the history 5. Area changes of the town throughout the history 6. Benefits of planting more trees for the community and the town.	<u>Chinese vocabularies learning</u> 1. Vocabularies learning: 森林，山，河，湖，杜克森林，大烟山，安洛河，约旦湖. The vocabularies are about natural landscapes in their town. The vocabularies will help students understand the text they are going to read later in class. 2. Teach more vocabularies through reading aloud a text and TPR (Total Physical Response). The teacher uses PPT slides to presents a story 小种子的故事(a story of small seeds) at first and then asks students to physically act out the plots or the words of the story(TRP).	1. TPR (Total Physical Response) 2. Picture Dictionary (students draw pictures to depict the meaning of the new words they learn) 3. Think-pair-share for classroom discussion activity. 4. Classroom discussion and brainstorming ideas. 5. Guided reading, oral discussion and writing activities. 6. Using a graphic organizer to plan a opinion writing.

Student read a text introducing the geography, history, population, and the government of their town as well as another text about benefits of planting trees.	Reading comprehension and speaking activities 3. Students read a text which introduces the geography, history, population and government of their town at first, and then they orally answer the reading comprehension questions. To engage every student in classroom, teacher will use think-pair-share strategy which makes every student think about the answers of the reading comprehension questions and say their answers in the target language. (The text is an online material from online app-*iChinese Reader*-with audio and nice pictures which may attract students' attention. By clicking on the lines of text, the computer will read aloud the lines for students. The *iChinese Reader* is a popular	

	Chinese language learning app.)	
	Instruction on non-fiction text structure	
	4. The teacher introduces the characters of the non-fiction text using the material students just read as an example.	
	Reading and Writing activity	
	5. Students are required to read another text from *iChinese Reader* "Benefits of Planting More Trees". And then students follow teacher's guidelines to do an opinion writing with the topic of "Should we cut the trees in the town?"	
	6. The teacher requires students to follow procedures of prewriting, drafting, revising, editing and publishing to do this opinion writing. First, for prewriting, students will	

	brainstorm in group and discuss if they should cut down trees in town, and then students and teacher will work together to prepare a prewriting graphic organizer with the structure of O-opinion, R-Reason, E-evidence, O-opinion. Second, for drafting, students begin to write the draft of their opinion writing by following their graphic organizer. Third, when students finish their draft, they will revise and edit their draft by correcting grammatical errors, spelling mistakes and reorganizing the paragraph structures.	

Section 5.2.1: the curriculum standards and learning objectives of a grade 3 geography lesson.
The curriculum standards for this 3rd grade geography lesson plan include both social studies standards
and literacy standards. For the social studies component, it followed the state-level grade 3 social studies
essential standards on the Geography and Environmental Literacy:
3.G.1.1: Find absolute and relative locations of places within the local community and region.

3.G.1.2: Compare human and physical characteristics of places.

3.G.1.3: Exemplify how people adapt to, change and protect the environment to meet their

   needs.

   For the Chinese Literacy learning, it follows the Common Core English language and arts standards

for the grade 3, which include:

RI 3.4: Determine the meaning of general academic and domain-specific words and phrases

   in a text relevant to a grade 3 topic or subject area.

RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate

   information relevant to a given topic efficiently.

RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to

   demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W 3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

   One of the most apparent features of this lesson plan is that it is an integrated and interdisciplinary

design that nicely integrates the learning objectives of social studies (geography) with the literacy

learning (reading and writing non-fictional texts). As can be seen from the block of "Learning goal for

this lesson," the goals of this lesson include the social studies content such as the geography features of

town where the school is located, the population of the town, and how the population of the town has

changed over the time, and how people adapt to and change the environment to meet their needs. For

literacy learning, the goals include understanding the informational texts as well as doing opinion writing.

All of these social studies and literacy learning objectives fulfill the state level Essential Standards on

Social Studies and Common Core English Language Arts Standards (the DLI teacher just

translates/rewrites the English Language Arts Common Core Standards into Chinese in order to teach

Chinese literacy).

   Another important feature of this lesson plan is that the Chinese teachers in the DLI program directly

translated or rewrote the Common Core English Language Arts Standards into Chinese in order to teach

Chinese literacy skills. So, the Chinese teachers expect that students will develop their Chinese language

and literacy skills in the same way and at the same pace as the students learn English language and the

literacy skills. However, through interviewing parents in the DLI program and observing PTA/MAC meetings, I found that the reality is that students (especially native English-speaking students) learned the Chinese language and literacy skills much slower than they developed English language and literacy skills. The teachers may have already realized this program, but they have to follow the Common Core English Language Arts Standards since the DLI program lacks appropriate Chinese language arts standards that are suitable for students' background.

Section 5.2.2: the cultural content and procedures(activities) of a grade 3 geography lesson. An important purpose of the 3rd grade geography lesson plan was that it includes both the content about natural landscapes and geographic features of the town that students live in (which belongs to scope of physical geography) as well as the content about the origins of the town and the changes of population and size of the town (which belongs in the scope of human geography). By studying this lesson, students will not only be familiar with the natural landscapes and geographic features of the town they live in, but also improve their understandings toward how human society influence the natural environment. With this view of human geography, the students would be able to think about how the community, population and human activities in the town change its natural environment.

The Table 5.2.1 is an analysis of a grade 3 geography lesson plan in the DLI program. It includes two columns: the culture content and the target language and literacy learning. The diagram indicates that the teacher in the DLI program integrates Chinese language and literacy learning with instruction of the geographic information about the town they live in. The design of this class looks well put together. However, there may be some potential problems. First, the teacher did not indicate the timeframe of this class on the lesson plans, I do not know how long would take for teacher to teach this class. Since there are three vocabularies learning activities, two reading writing activities and one writing activity, students need at least 4 classes (about 4 hours) to complete all of the activities of this lesson plan given the fact that in one day normally students just spend about 1 hour to learn social studies and Chinese language. An important teaching method that teacher uses to teach the vocabularies is TPR (Total Physical Response). In TPR, the instructor gives commands to students in the target language and students respond with body action. According to James Asher (1969), the inventor of this method, the TPR is based on the

assumption that when learning a language, learners will develop listening fluency and comprehension at first before they can acquire speaking, reading and writing fluency. Listening fluency can be demonstrated by observing the complexity of commands which the young child can obey before he learns to speak. TPR is based on a behaviorism tradition of language learning. By asking students to physically act out the meaning of a new word they learn, the teacher can observe and know something about whether students have understood the meaning of the word. By doing so, the instruction would also become less tedious since the young children are likely to enjoy doing physical activities and personal performance. However, there is a potential problem for this method. For complex words, physically acting out their meaning of the word would become less feasible. Nevertheless, for the grade 3 elementary school students, they are less likely to use words with too much complex or abstract meanings. In addition to the TPR method, the teacher were also supposed to use the pictures and PowerPoint (PPT) slides to demonstrate the meanings of the words and sentences. By seeing the pictures or the PPT (Power Point) slides, even if students cannot understand the words and sentences, they can at least guess some meanings. Students were also required to draw pictures to depict the meanings of the new words they have learned in order to create a picture dictionary in their notebook.

After students mastered the vocabularies (include their writing, pronunciation and meaning), in the second class, students learned the main texts of the class. Each student will use a laptop or IPad because the text included audiovisual reading material from internet-based Chinese learning panel: "*iChinese Reader.*" The material introduced geography, history, population and government of the town. Because there were no Chinese reading materials on the market to fit the needs of the teacher who teaches social studies subjects of her DLI class, these materials were written by the teacher herself and then were uploaded to that internet-based Chinese learning panel.

Rather than a plain text, the material had an interactive feature: by clicking on the lines of the text, the computer would read aloud the lines of text for the user, so that students will know how to pronounce each Chinese word in the text correctly. The online reading material also includes many illustrations to help students understand the meaning of the text. In general, the material from the internet-based Chinese

learning panel (*iChinese Reader*) mainly aims at helping students recognize Chinese characters and words, the pronunciation of the words as, and the meaning of each sentence.

After the students read the text about their town, the teacher would ask them some reading comprehension question to examine if students fully understood the meaning of the text. The teacher was supposed to use think-pair-share (TPS) strategy to encourage students to discuss the reading comprehension questions for the text. The think-pair-share (TPS) strategy is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. The TPS strategy allows students to think about the questions individually at first and then share their answer with their peers or the whole class (Reading Rockets, 2017). The teacher first pair students into #1s and #2s. When the teacher asks one question, #1 students tell their answer to #2 students. Then teacher calls on #2 students report the answer. When teacher asks another question, #2 students tell their answer to #1 students. Then teacher calls on #1 students to report their answer. Thus every student in classroom will give an answer and restate their peer's answer. This is regarded as a good reading and speaking activity for the DLI class because it creates opportunities for students to think and reflect the text and express their ideas in the target language.

As the required by the Common Core Standards on Language Arts for grade 3, the teacher will also teach students the characters of a non-fiction text by using the old text on the "*iChinese Reader*" as a sample. The teacher mentions that a nonfiction text may include the elements of title, subtitle, table of content, diagrams, pictures, and references. The teacher even used a poster to depict what these elements look like and the poster provided students an example of those elements.

Another activity for the second class was a small group guided reading. In this activity, teacher guides individual students as they read the text again in order to make sure every student in the classroom understands the content of the text. The teacher also asks students more reading comprehension questions regarding the text in order to trigger students' deeper understandings of the text.

The last activity of this lesson plan was doing an opinion writing with the topic of "Should we plant more trees in town?". Students were required to read another text "*Benefits of planting more tree*" from "*iChinese Reader.*" This reading material aims at providing students some ideas about why they should

plant trees and how they are beneficial for us. Then students will do prewriting by brainstorming ideas in groups and discuss if they should cut down more trees in their town. In the prewriting activity, students were also required to complete a graphic organizer by following the structure of O-opinion, R-reason, E-evidence, O-opinion. Students then began to write the draft by following their graphic organizer, and then they revised and edited their writing.

The lesson plan did not specify how many minutes it would take for students to complete this writing activity. I suspect that it may take many hours for students to complete the whole activity especially for the native English-speaking students. There are several major difficulties. The first problem is that the reading material "*Benefits of planting more trees*" supporting the writing activity is long and complex with a lot of new Chinese words and expressions. Fortunately, the text also includes Pinyin of the Chinese characters. Even if the CHL learners do not recognize the characters, as long as they know Pinyin (the phonetic transcript of the Chinese characters) and they can read aloud the Pinyin Chinese, the CHL learners are likely to know the meaning of these characters since they may often hear how their parents use these characters in the daily communication because of a better Chinese-speaking environment at home and in their community.

However, for the native English-speaking students who do not grow up in a Chinese-speaking home and do not have a Chinese-speaking environment in their community, (and even if they know Pinyin-the pronunciation of the Chinese words), they are still less likely to discern meaning of the Chinese text they have read. This is less likely because they may not be able to acquire sufficient Chinese proficiency during the limited schooling hours. In other words, in addition to learning Mandarin Chinese in the DLI program of the school, the CHL learners may also acquire and learn the Mandarin Chinese at home. While the native English-speaking students in the DLI program only learn the Mandarin Chinese in the formal environment (the DLI program). Thus the native English-speaking students would be expected to need to spend more hours to read a Chinese text than the CHL learners. The teacher may also need to provide individual consultation to native English-speaking students who do not understand the text in order to make them understand the text, including its content, words and sentence structures. Nevertheless, this is quite time-consuming,

Generally speaking, this lesson plan indicates that the whole classes may use the balanced approach, which includes the components of vocabulary learning, TPR games, reading comprehension, classroom discussion, oral presentation (both in individually and in groups), teacher's instruction on the subject content (introducing the geography of the town students live in and features of non-fictional text), and opinion writing. It nicely integrates language learning and practice with the instruction of the subject content.

However, students do not have much opportunity to write down those Chinese words by hand (only learning activity 1 allows students to write down the Chinese characters by hand in order to create picture dictionary). Since basically Chinese characters are basically iconographic scripts which are based on morphemes unlike English words, which are based on phonemes. It is crucial for students to develop morphological awareness in order to learn Chinese characters. Writing Chinese characters by hand is an important way to develop morphological awareness of the Chinese characters since students will write down a Chinese character stroke by stroke. In this process, they may develop a deeper impression of the structure of each Chinese character (especially the strokes and radicals that each Chinese character includes) compared with the students who just passively see the structure of the Chinese character on a computer. The "iChinese Reader" is used for reading activities but it does not provide students the opportunity to write down the Chinese characters by hand.

I do not know how the teacher asked the students to do the opinion writing. Students may have been asked to type the Chinese words by using the Pinyin input method on the computer (Note: Pinyin is the phonetic transcript of the Chinese characters, every Chinese character has a Pinyin phonetic transcript. When a user uses the Pinyin input method to input Chinese characters on the computer, they just type the phonetic transcript of each Chinese character and the Chinese characters that correspond to that phonetic transcript will automatically appear on the screen. A Chinese phonetic transcript may also possibly correspond to more than two Chinese characters because of the homophones. So, the user will choose the correct character from a selection list that appears on the screen). Still, it does not make them familiar with the structure of each Chinese character - the most crucial part of the Chinese language. So, requiring

students to hand-write Chinese compositions can encourage them to learn the structures of the Chinese characters.

Section 5.2.3: instructional materials used in the lesson plan. Another difficult part of this lesson plan is having students read to themselves, since the reading materials are long and words are difficult, especially the text "*Benefits of planting more trees.*" The text also has many technical words related to the ecology like "二氧化碳（Carbon Dioxide）" "氧气（Oxygen）", "光合作用（photosynthesis）", "养料（nutrition）", "保持水土（soil and water conservation）" as well as complex sentence structures. The teacher not only needs to spend a long time to explain the meaning of these technical terminologies and guide students to read these words, but also have to translate and explain most of the terms into English in order to make every student (especially the native English-speaking students) in the classroom understand the meaning of the text. In addition, the teacher also needs to explain the sentence structures in the text, pictures in the text, as well as talk about the structure of an opinion writing essay. I suspect that the native English-speaking students had difficulties in this class since they needed more time to read the reading materials, extract key information from the text and do the opinion writing.

5.3 A Grade 4 Economics Class Lesson Plan

Another lesson plan that I studied was for a grade 4 economics class. A general purpose of this class is to let students understand the agricultural products in the state where they live in as well as factors that influence the economy of the state. It is also an integrated interdisciplinary lesson plan. Students learn not only learn the subject contents like the concept of market economy, productivity, entrepreneurship, geographic landscape and the climate of the state, major agricultural products and crops in the state which are required by the state social studies essential standards, but also the strategies of reading informational texts and doing opinion writing which is required by Common Core Standards (note: teachers in the Southside Elementary School refer the state standards as "common core" even though the state did not fully adopt the Common Core).

The whole lesson plan integrates subject contents with target language and literacy learning as what the diagram below indicates. Through this class, students are expected to understand the basic concepts of

economics and also to develop skills of how to read an informative text and use evidence to support an argument in an opinion writing.

Table: 5.3.1

An Analysis of a 4ᵗʰ Grade Economics Class

Cultural content	Target language and literacy learning	Teaching methods
<u>Geography and Agriculture</u> 1. Geographic landscape of the state students live in: coastal plains, piedmont, and mountain. 2. Major agricultural crops and products in different regions of the state: Coastal plains: sweet potatoes, cotton, wheat, peanut, fish, soybeans, tobacco, pork, poultry. Piedmont: corn, hay, cotton/clothes, dairy products, pottery, wheat, pork, chicken. Mountain: apples, furniture, lumber, gems, tobacco, and hay.	1. Shared reading activity: reading informational texts. The lesson plan includes 5 informative texts for reading activity. Teacher will guide students to read those texts. Students will learn the basic components of an argumentative text such as its information, main ideas, author's opinion, reasons and evidence. 2. Shared writing activity: teacher will use a graphic organizer to show students how to write an argumentative text (title: why the price of vegetable	1. Using TPR, picture dictionary and Jeopardy Game to teach the names of some agricultural products. 2. Classroom discussion on how price of the products is determined (using Frayer model and price matching game). 3. Using graphic organizer to analyze the components of an informational text includes main ideas, author's opinion, reason and evidence to support author's point of view.

3. Introducing environments such as land/space, conditions, weather of different regions of the state. How does environments of different regions influence the distributions of crops and agriculture in the state. 4. Briefly introducing the state that students live in including its agriculture, history, population, economic productivity, textile industry, furniture industry, and mineral resources. Economics 1. Basic concepts about market economy such as demand/supply, scarcity, competition, labor, productivity,	and meat in the US supermarket is lower than that in the supermarket of China?) The purpose of the shared writing is to show students how to use reasons and evidence to support particular points of a argumentative text. 3. Modeling writing activity: teacher show how to use reasons and evidence to support point of an opinion writing. (title: whether a famer should raise chickens or cows?). 4. Oral expression skills: classroom discussion about the relations among price, demand/supply of a product and the competition in the market.	

entrepreneurship (using agricultural products in the state as examples to introduce the concepts). 2. Factors influence the price and productivity of a product. 3. Compare the characteristics of agriculture in US and China.		

Section 5.3.1: curriculum standards and objectives of the 4ᵗʰ grade economics class. This 4ᵗʰ grade economics lesson plan follows the components of 4ᵗʰ grade economics and financial literacy of the state level social studies essential standards. It includes:

4.E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity, and entrepreneurship.

4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.

4.E.1.3 Analyze the historical and contemporary role that major industries have played in the state, nation and world.

4.E.1.4 Explain the impact of entrepreneurship on the economy of the state.

4.E.2 Understand the economic factors when making personal choices.

4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.

4.E.2.2 Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.

For the subject content study, the objectives of the class include letting students understand many factors impacting the economy in the state such as price, supply, demand, scarcity, productivity and entrepreneurship. For the (Chinese) literacy learning, the objectives of the class include letting students understand the structure of informational texts including the components of reason and evidence in an informational text. For the product of this lesson plan, students are required to do an opinion writing about why a particular product costs a specific amount of money.

Section 5.3.2: the subject content, procedures and literacy activities of the 4ᵗʰ grade economics class. This lesson plan included the components of vocabulary learning, map readings, introductions to the major crops and products in the state, brief introduction to basic economics terminology (such as demand, supply, scarcity, competition), classroom activities (classroom market), reading comprehension of informational texts about the population and economy of the state, major industries and products of the state, and shared writing activity (the teacher encourages students to have discussion at first, and then the teacher and students writes a text together about why the price of vegetables and meat is lower in the US supermarkets than supermarkets in China considering the buying power of the currency and people's income in the two countries).

Compared with the grade 3 geography lesson plan, this grade 4 economics lesson plan had the following advantages: first, the difficulty of reading activity is less. Instead of asking students read the texts directly under the guidance of teacher (the guided reading activity in the grade 3 geography class), in the grade 4 economics class, the teacher is going to demonstrate and read 3 model opinion writings for students before asking students to read 2 other texts. By showing students how to read three texts, students were intended to know the strategies of reading the opinion writing such as finding out the main ideas and the author's opinions from the texts as well as finding reasons and evidence in the text that can support the author's opinions and main ideas. Then the students could use the teacher's strategies to read two other texts more easily under the guidance of the teacher.

Second, the difficulty of the writing activity was more manageable. The teacher used a shared writing activity to teach students how to write an opinion piece. The teacher even incorporated some Chinese cultural content into the shared writing activity by encouraging students to explore the reasons

why the price of agricultural products in the US is significantly lower than that in the supermarket in China. Shared writing activity allows the teacher and students work together in constructing texts and then the teacher actually does the writing. So, before the writing process, the teacher and students will brainstorm the information about the major agricultural products in two countries as well as the conditions of geography, climate and agricultural science and technology of the two countries. The teacher then guides students to compare and contrast China and US in the agricultural productivity as well as factors influencing the agricultural productivity and the prices of their agricultural products. Those factors include natural resources and economic conditions that promote or inhibit the development of agriculture such as the areas of arable fertile land and pastureland, water resource, climate, modern agricultural technology and automation, market demands, competition, basic economic condition (self-sustaining economy or market-orientated economy) and labor cost. By comparing and contrasting the conditions of agricultural productivity, students are guided to not only to have some understandings of why the prices of agricultural products in US supermarkets are lower than those in China and the basic concepts in economics such as supply/demand relations, productivity and labor costs, but also to have understandings of the basic social and economic status of the US and the China, which will definitely promote students' cross-cultural understanding. In this activity, their native English-speaking students could learn from the CHL learners and the teacher on how to talk about the topics related to economics and agriculture in the Mandarin Chinese and learn about special terminologies. Through discussion, all of the students could also know something about the social and economic differences between the two countries.

Section 5.3.3 instructional materials used in the 4th grade economics lesson plan. This reading materials for this 4th grade economics lesson plan focused on the introduction to different agricultural products of the state, the development of agriculture in the US, as well as geographic information about the state. The teacher may use a poster to promote students' understanding of those topics.

Picture 5.3.3.1. A Poster about Geography

As can be seen from the Picture 5.3.3.1, the poster included the information about the state map, landscape and population of the state. The poster mentions that the state gained independence in 1789 and the population of the state was increased from 393,751 in 1789 to 8,683,242 in 2005 and to 10,090,000 in 2015. It also includes major landscapes of the state such as mountain, piedmont, triangle and coastal regions. It also mentions that the population of the state slowly moved to the west of the state. From this poster, students should be able to get some ideas about the state they live in especially on the geography and population of the state.

However, there is a potential problem in this lesson plan: some reading materials are too difficult for students. As with the 3rd grade geography class, I feel that the Chinese reading texts for the small-group reading activity (learning activity 8) are not suitable for students' Chinese level which may require teacher to use English to explain their meanings. The texts were directly from Wikipedia and were loaded

with much information including the geographic location, major cities, colonial history, famous scientist (the American aviator: Wright Brothers), population, major industries (include banking and financing industry, textile and tobacco industry), agricultural and mineral products. With so many terminologies, students may need to spend a long time reading the texts and they will ask many questions about them. Fortunately the text introduced the state where the students live, so they may have known some of the material already. Still the teacher may need to spend some time to explain the meaning of the text and students also need to learn the Chinese vocabularies of the text. Most of the Chinese words in the texts are technical words related to the economics, industry, agriculture and history. So, students would need a long time to learn the pronunciation, morphology and meaning of the technical words of the text in order to read the texts. I would suggest that the teacher to simplify the texts by cutting the length of the text, using alternative easy words to represent technical words and removing some Chinese technical words with too many strokes and complex morphological structures.

Section 5.3.4 products of the lesson plan. In this lesson plan, for the (Chinese) literacy learning students were intended to know the features and components of an informational text such as the main ideas, author's point of view, as well as the reason and evidence to support the author's point of view. Students and teacher are supposed to do a shared reading activity together by reading three paragraphs and find out those components from the paragraphs.

Based on what students learned about the structure of an opinion writing as well as the key information from the informational texts about the characteristics of American agriculture and different agricultural crops, this lesson plan also included shared writing activities. Students and teacher are intended to work together to do two opinion writing tasks: (1) Analyze and explain why the meat and vegetables in the supermarket of US are cheaper than in China, (2) which type of agricultural crops should the teacher plant if she were a famer in the state? Since I was not able to see students' classroom assignements or observe teacher's teaching process, I do not know the results of the shared reading and writing activities. There is no way to know whether this exercise was done or the result.

5.4 A 5th Grade Geography Class Lesson Plan

Another lesson-plan I have analyzed was for a grade 5 geography class on the topic of Jamestown. Jamestown was the first permanent English settlement in the Americas, established on May 14, 1607. The learning goal for this geography class include (1) explain the impact of the physical environment on the early settlements in the New World, (2) exemplify how technological advances (communication, transportation, and agriculture) have allowed people to overcome geographic limitations, (3) exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came), (4) evaluate the relationship between European explorers and American Indian groups, based on accuracy of historical information. Those objectives are stipulated by the state social studies essential standards.

Table 5.4.1

An Analysis of a 5th Grade Geography Class

Cultural content	Target language and literacy learning	Teaching methods
1. History of Jamestown settlement. 2. Push and pull factors of the immigration. 3. Physical impact of early settlement to the environment of the New World. 4. Technological advances (communication, transportation and agriculture) have allow	Vocabulary learning 1. The teacher uses TPR and picture dictionary to help students learn the new Chinese vocabularies of this class. 2. Online Quizlet practice help students learn the writing, pronunciation and meaning of the new Chinese vocabularies. 3. The teacher uses picture matching game to	1. Using TPR to teach new Chinese vocabularies. 2. Using TPR or Adapted Reader Theater to teach the content of the reading text. 3. Using online interactive materials (e.g. Quizlet) to teach vocabulary and text.

people to overcome geographic limitation	consolidate students' memory of the new vocabularies. <u>Speaking</u> 1. The teacher uses pictures of Jamestown to have students discuss in groups and write down some ideas about the pictures. <u>Reading activities</u> 1. The teacher uses TPR and Adapted Reader Theater to teach the reading text. The teacher tells the story while physically acting out the plot of the text. Students repeat the vocabulary and the gestures. 2. Students doing an online computer activity (Jamestown Simulation) at home. This online computer activity aims at providing students more	

| | information about the background of the Jamestown settlement. It is interactive, students can hear someone read aloud the text (audiobook) and then play the games to help them understand the text.

Writing activities

1. Students will write a short text (3-4 sentences) about which new country in the world do they want to settle before introducing the text.

2. Students write a 2-3 sentences text after they read the reading text Jamestown in order to answer the question "Did the English settlers choose a good place to settle? What do you think this is a good or bad place to settle?" | |
|---|---|---|

	3. Students use graphic organizer to write down what were colonists' problem and how they solved the problem.	

Section 5.4.1 curriculum standards. This lesson plan followed two types of the curriculum standards: States Essential Standards on Social Studies (SS) and English Language Arts Standards (ELA) of Common Core State Standards. It includes the following components:

SS standards:

5.1 G. Understand how human activity has and continues to shape the United States.

5.G.1.1 Explain the impact of the physical environment on early settlements in the New

World.

5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the

United States, past and present.

ELA standards:

Reading:

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing

inferences from the text.

5.RI.4 Determine the meaning of general academic and domain-specific words and

phrases in a text relevant to a grade 5 topic or subject area.

5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect,

problem/solution) of events, ideas, concepts, or information in two or more texts.

Writing:

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons

and information.

5.W.1.A Introduce a topic or text clearly, state an opinion, and create an organizational

structure in which ideas are logically grouped to support the writer's purpose.

5.W.1.B Provide logically ordered reasons that are supported by facts and details.

5.W.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

Section 5.4.2 activities and instructional materials of the lesson plan. Compared with last two lesson plans I reviewed, there was just one text in this lesson plan which should not be a burden to students in the DLI program. The whole lesson plan has four activities: the vocabulary learning (through TPR), gallery talk, reading a text and answering the comprehension questions, and analyzing text in details by using graphic organizer.

One advantage of the Chinese reading text is that the text was carefully prepared by the teacher with little difficult terminology for the CHL learners and native English-speaking students, so students would not have to learn many new Chinese words. However, there is a problem with the history content. The text only briefly talks about the establishment and development of the Jamestown settlement as well as the difficulties that early English colonists encountered during 17th century. The text barely satisfies with the requirements of the learning goals and the state social studies essential standards with the limited information about how the colony impact the physical environment of the New World, how the English colonists travelled to the Jamestown settlement, the purposes of establishing the colony on North American Continent, and relationships between English colonists and native American tribes. All these aspects are simply mentioned in the text without sufficient details. Moreover, there is no existing Chinese text about the Jamestown settlement that is suitable for the 5th grade students. Thus, the teacher has to create this reading text on his/her own by checking English materials and translating relevant English materials into Chinese directly. When doing the translation, the accuracy of the text cannot be guaranteed. Considering the students' Chinese literacy level, the teacher also has to minimize details. For example, the teacher should just used one or two sentences to cover each knowledge point which is required by

each learning goal. So, students will not get relatively comprehensive information about the Jamestown Colony through reading the text.

However, the problem is more than that by closely checking the first sentence of text, I found a factual error. The first sentence is "1607 年 5 月，105 名英国殖民者乘着三条小船来到了美国的弗吉尼亚州(In May, 1607, 105 English colonists sailed to the state of Virginia of the US, and they were riding 3 boats)". During that time, the United State has not yet been founded, and when they landed at the bank of James River they established the first English colony in the continent of North America - the Jamestown settlement. While the Jamestown settlement now belongs to the state of Virginia, in 1600s Virginia was only a colony, not a state. Another factual error in the text is that the text mentions that "The colonists used diamond (宝石) to exchange food from the Native American Tribes." In fact, the colonists mainly used colorful glass beads to exchange food from the Native Americans. I did not know if the Chinese teacher mistakenly translated the English word "glass beads (玻璃珠)" into the wrong Chinese words "宝石" which means "diamond" or if the teacher really made a factual mistake.

Since one of the research questions is to know how the DLI program promote students' cultural understandings, I analyzed text that could potentially develop students' cultural understandings. However, I felt that the text of this lesson plan has a problem.

The text failed to depict the complex relationship between the English colonists and the Native American tribes as well as the reasons for changes of the relationships between English colonist and Native American tribes. It only generally mentioned that the colonists exchanged diamonds (宝石) for food with the native American tribes in order to survive. And when the colonists offended the Native American tribes, the Native American tribes did not provide food for the English colonists and the wars between Native American tribes and English colonists broke out. The whole text did not mention about social structures, life styles, religions and the customs of the English colony and Native American tribes or make culture comparisons. The text also did not relate how English colonists unscrupulously exploited the resources and lands from the native tribes for planting more tobacco, attempted to enslave native Americans as laborers, how English colonists' sense of cultural superiority and disrespectful toward

native-American cultures agitated the tensions and conflicts between the English colony and native American tribes, English colonists' racial extermination against the native American tribes as well as the dramatic decline of the native American tribe-Algonquians of Jamestown from 24,000 in 1607 to only 2,000 in 1669 due to the diseases brought by the colonists and the wars between the tribes and English colonists (Taylor, 2001, p.136).

The text of this grade 5 geography lesson plan failed to inform students about evils of colonialism to the Native American tribes been colonized. Also, text was narrated from the viewpoint of the English colonizers. It mainly narrates how the early English colonists overcame all sorts of difficulties in the Jamestown settlement such as hunger and attacks from Native American tribes and finally managed to sustain their colony. Through learning this lesson, students might tend to simply equate colonialism with immigration, feel proud of the English colonists for their guts, spirits of exploration and turn a blind eye to the struggles and suffering of Native Americans in the colonial history of America.

Picture 5.4.2.1. A Poster for a Grade 5 Geography Class
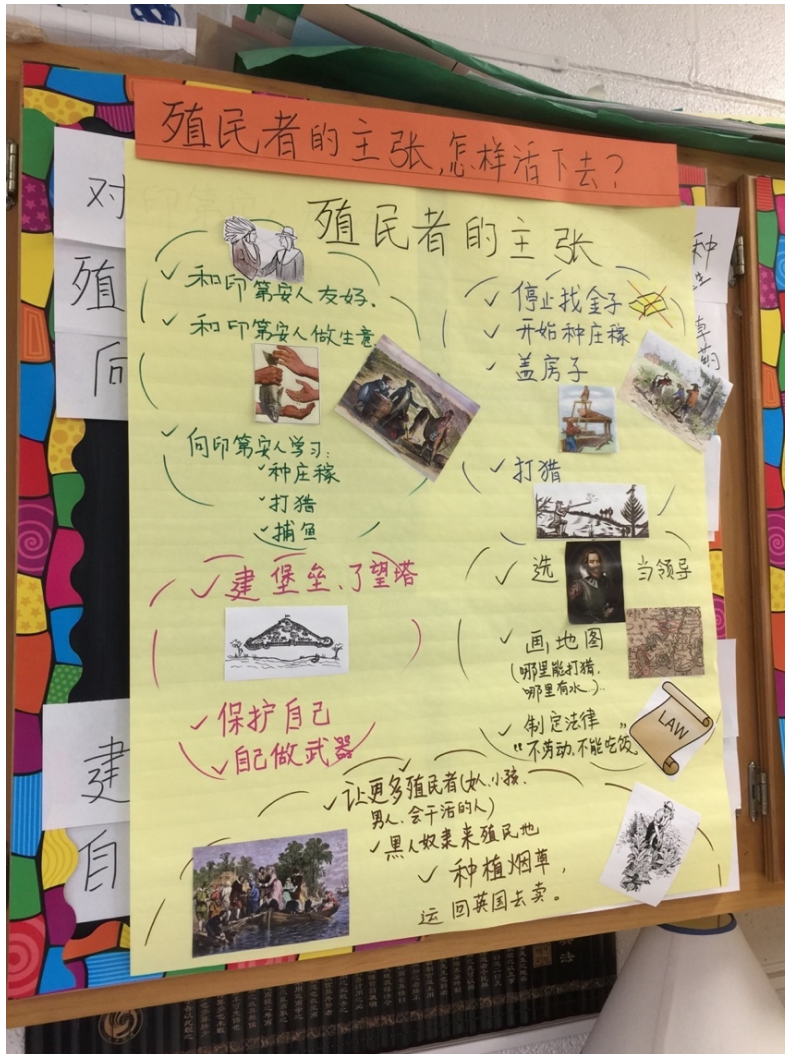
Picture 5.4.2.1 shows a poster about the history of the Jamestown Settlement and it mainly introduces the conditions of Jamestown English colonists: how they survived in the harsh environment of the Jamestown Settlement and their relationships with the local Native American tribes. It fails to mention about the violence and conflicts between the English Colonists and Native American tribes and the information in the poster is misleading. The poster says the colonists wanted to have good friendship with the Native Americans and had trade with Native American tribes peacefully. The poster also mentions that the English colonists were learned about Native Americans in cultivating crops, hunting and fishing from the Native Americans. The truth is that the tensions and wars between colonists and Native Americans persisted throughout the whole period of contact until 1646 when the English colonists

eradicated most of the Native American tribes in the colony through wars and massive land concessions (Taylor, 2002). I believe that the poster does not tell students all accurate information about the relations between the English colonists and Native Americans. The information conveyed in the text of this geography class is partial and biased, so it also cannot cultivate students' critical awareness toward American history and develop students' spirits of multiculturalism.

As required by the social studies state standards, sometimes the social studies classes also introduced a little about the cultures of historical Native American tribes. The Picture 5.4.2.2 is the reading material for a social studies class. The topic of text is "The life of Native Americans in the state" and it mainly mentions to students that Siouan, Algonquian and Iroquoian tribes used to live in the state and each tribe has its unique traditions, religions, clothes and language. It also tells students that some Native Americans lived in the forest and they hunted animals and fished for food and they also collected and ate nuts and fruits in the forest. Another feature of the text is that it tells students about the definitions of "culture" and "tradition." Through reading this text, students should be able to know a little bit about the life-styles and languages of the historical Native American tribes in the state.

However, this text has a lot of Chinese vocabularies that could be very difficult for students to understand. Thus the teacher provided the English translation for each Chinese word in the text. Despite this, I still expect that students would need to spend a long time to understand the meaning of the text. To help students understand the meaning of the text, the teacher intended to use the guided reading activities at first to explain the Chinese vocabularies and grammars in the text, and then the teacher was intended to ask students some reading comprehension questions and have students to read different paragraphs of text in groups to have group discussions on those comprehension questions. Finally, the teacher was intended to ask individual students to talk about their answers of the reading comprehension questions publicly in the classroom. To promote students' understanding and memorizing of the meaning of the vocabularies, the teacher intended to use the method of picture dictionary method, which asks students to draw the pictures to depict the meaning of the words.

Picture 5.4.2.2. A Reading Material Used in the Social Studies Class

姓名：_____　　　　　　　日期：_____

印第安人的生活

　　打开____的地图，你会看到很多城市、山、河与湖是印第安人的名字。例如：____River，Cape____和the town of____。殖民者第一次来到现在的____的时候，三十多个印第安部落生活在这里。

　　每个部落有自己的传统、宗教、衣服和语言。**传统**是想法和做事的方式，传统从爷爷奶奶传给爸爸妈妈，再从爸爸妈妈传给儿女。传统、宗教和生活方式加在一起，就是**文化**。

　　按照语言的不同，____最早的印第安人可以分成三组：Siouan、Algonquian和Iroquoian。在殖民者来到之前，印第安人只有说的语言，没有文字。文字是写的语言。

　　住在森林地区的印第安人，依靠森林的资源生活。他们叫做林地人。林地人依靠打猎、捕鱼、收集坚果、浆果和贝类生活。

词汇：
生活（shēng huó）：v. live/n. life
地图（dì tú）：map
湖（hú）：lake
来到（lái dào）：arrive
……时候（shí hòu）：when/during
这里（zhè lǐ）：here
宗教（zōng jiào）：religion
语言（yǔ yán）：language
方式（fāng shì）：the way doing things
一起（yī qǐ）：together
按照（àn zhào）：according to
森林（sēn lín）：forest
依靠（yī kào）：rely on
林地人（lín dì rén）：woodland people
捕鱼（bǔ yú）：fishing
坚果（jiān guǒ）：nuts
贝类（bèi lèi）shellfish

打开（dǎ kāi）：open
城市（chéng shì）：city
例如（lì rú）：for example
现在（xiàn zài）：now, present
部落（bù luò）：tribe
传统（chuán tǒng）：tradition
衣服（yī fú）：clothes
想法（xiǎng fǎ）：idea
传给（chuán gěi）：transfer
文化（wén huà）：culture
文字（wén zì）：written language
地区（dì qū）：area/region
资源（zī yuán）：resource
打猎（dǎ liè）：hunting
收集（shōu jí）：collect
浆果（jiāng guǒ）：berries

The full translation of the text can be seen in next:

> The life of the state X Indians
>
> When you open a map of the state X, you will find the names of many cities, mountains, rivers, and lakes are Indian names. Such as the X River, Cape X, and the town of X. When the colonists firstly arrived, there were 30 Indian tribes there.
>
> Every tribe had its own unique traditions, religions, clothes and language. Traditions are ways of doing and thinking which were passed from your grandparents to your parents and finally passed onto you. The combinations of traditions, religions and ways of living are called cultures.

Categorized by their languages, the earliest Indians living in the state can be classified into 3 groups: Siouan, Algonquian, and Iroquoian. Before the arrival of the colonists, the Indians only had oral languages and had no written language.

Some Indians lived in the forest and relied on the resources from the forest. They were called the forest people. The forest people hunted animals and fish for food, and they also collected nuts, berries and shellfish.

One advantage of this grade 5 geography lesson is that it promotes students' understanding of how the human activities impact on the physical environment. For example, the reading text tells students that the early settlers cut down trees to establish a fort and built houses and also reclaimed land to plant tobacco. Students could know something basic about how the early settlers changed the natural environment of the Jamestown. For enhancing students' understanding of immigration (such as the push and pull factors related to the immigration), the text mentions that the colonists sailed to the Jamestown River in order to find gold, establish a colony, and find to new sea route to Asia. The three purposes are "pull" factors that attracted colonists to come to the James River and establish a colony.

In order to further explain why people of today immigrant to a new place, the teacher used a poster to inform students about economic, political, environmental and societal push and pull factors that contribute to the immigration. As shown in Picture 5.4.2.3, the teacher categories the "push and pull" factors into economic, political, environmental and societal factors. Under each category, the teacher used examples or stories to explain the meaning of each category.

Picture 5.4.2.3. A poster Informing Students about the "Push and Pull" Factors of Immigration
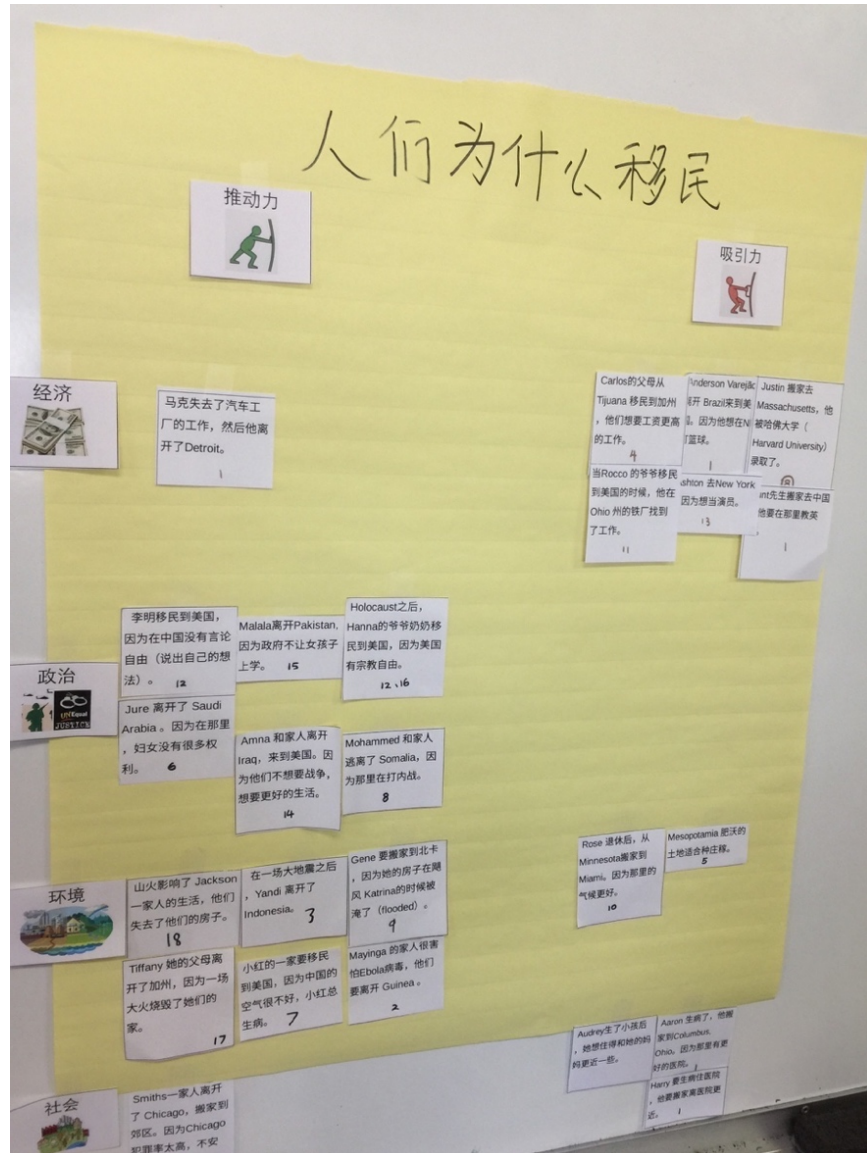
The US has a larger immigrant population than any other country in the world, with 47 million immigrants as of 2015. This represents 19.1% of the 244 million international migrants worldwide. The purpose of this poster is to tell student in the DLI program that immigrants of different cultural background come to the US for different purposes. It also enhances students' understanding of the cultures of immigrants in the US. The poster is written in the Chinese language which nicely integrates target language and literacy learning with the learning of social studies subject. Students in the DLI program are not only able to read the stories written in the Chinese language and practice Chinese reading

skills, but also able to understand the types of push and pull forces that may influence international immigration such as the war, natural disaster, political persecution, economic crisis, environmental issues, personal choice, and job hunting.

Section 5.4.3: products of the lesson plan. This lesson plan had two major literacy activities as the product of this lesson. The first activity was using two or three sentences to answer the reading comprehension questions of the text: (1) Did the English settlers choose a good place to settle? and (2) what do you think this was a good or bad place to settle? Another activity is the reading activity that required students to read the text and then identify the problem that the colonists met and to find out how the colonists solved the problem. For the second activity, the teacher was intended to use the think-pair-share strategy to have students discuss the text together at first. Then students were intended to fill out a graphic organizer to help them organize their thoughts. Through those activities, students were intended to improve their understanding of the subject content they learned such as the challenges meet by the English colonists in the New World.

5.5 A 4th Grade Civics and Government Lesson Plan

This lesson plan was incomplete because it only included curriculum standards objectives, vocabularies learning activities, literacy and subject content learning activities. The instructional materials provided me important knowledge about what cultural knowledge that students in the DLI program learned in their social studies class.

Section 5.5.1: curriculum standards and objectives in the lesson plan. Like the other three lesson plans, this lesson plan integrated two major objectives: the social studies subject content learning and literacy learning. The social studies content learning includes learning about the structure and functions of the local, state and federal governments of the US. The literacy learning activities include using context clues to find the meaning of the unknown words and using transitional words in the narrative writing. The curriculum standards that it follows include the state level social studies essential standards and Common Core state standards for English Language Arts.

Section 5.5.2: the content and activities in the lesson plan. For the social studies subject content learning for this class, students should be able to know the different levels of governments (local, state and federal), the three branches of the government (legislative, executive, and judicial), five aims of the US government stipulated by the US Constitution (form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense and promote the general welfare).

Table 5.5.2.1

An Analysis of a 4th Grade Civics and Government Class

Cultural Content	Target language and literacy learning	Teaching methods
Civics and Government 1. Different levels of the government: local, state and federal government 2. Three branches of the government: legislative, executive, and judicial) 3. Five aims of the government: form a prefer union, establish justice, ensure domestic tranquility, provide for common defense, promote the general welfare 4. The spirits of "Separation of Powers" in the US Constitution.	1. Using context clues to find the meanings of the unknown words. 2. Using transitional words and phrases in the narrative prose. Learning Activities Vocabularies 1. Using sorting activity, TPR, and concept attainment activity to teach the vocabularies related to three branches and function of the government. Those vocabularies include	1. Using TPR to teach new words. 2. Using pictures and posters to teach subject content (the functions and branches of the US government).

	government (政府), the three branches of the government (三权分立), legislation (立法), executive (执法), 2. A picture guessing game was intended to be used to make students understand the vocabularies related to the government functions. 3. Teacher shows students how to use contextual clues to find the meaning of unknown words through a mini lesson. Reading 1. Students read an article about the functions and 3 branches of the US government. Through this reading activity, students also practice the reading strategies of finding the components of definitions,	

	examples and restatement from the article. Students also practice using contextual clues to find meanings of unknown words. 2. Students practice their skill of identifying meanings of unknown words in the article they just read. Reading and Talking 3. Students see the picture about how a bill become a law in the US at first, and then the teacher requires students to use transitional words and phrases to describe the content of the picture.	

For the literacy learning of this lesson, students will learn how to use context clues to find the meaning of the words and phrases they do not know. They also learn how to use transitional words to describe a complex procedure (such as the law-making procedures). For the cultural learning and understanding, through this class, students were intended to know about the civic culture in the US such

as the three branches of the US government, the procedures of legislation in the US and the functions of the US government.

Section 5.5.3 instructional materials used in the lesson plan.

Picture 5.5.3.1. A Poster for a 4th Grade Civic and Government Class
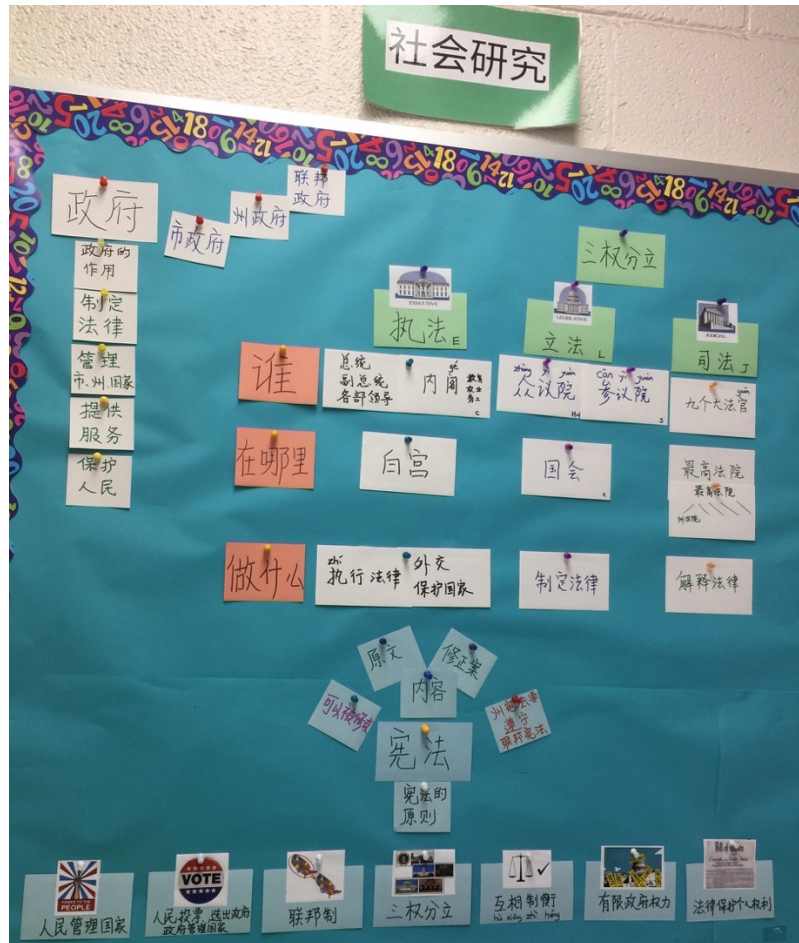
The Picture 5.5.3.1 is a poster used in this 4th grade civics and government class. It tells students the functions and branches of the US governments. As given in the poster, the four functions of the government are to (1) make laws, (2) administer city, state and country, (3) provide public service, and (4) protect the people. The poster also introduces seven major principles of the US Constitution: (1) popular sovereignty, (2) republicanism, (3) federalism, (4) separation of three powers, (5) balance of power, (6) limited government, (7) protecting rights of people. The poster also lists the major branches of the US government including the executive branch (such as the White House, the President, and the cabinet departments such as the department of education, agriculture and labor) that execute the laws, the

legislative branch (such as the US Congress, composed of the House of Representatives, and the Senate) that makes laws, and the judicial branch (such as nine Federal Justices in the Supreme Court) that interpret the laws.

The reading material below explained for students the meanings of those principles.

Picture 5.5.3.2. A Reading Material Used in the 4th Grade Civics and Government Class #1
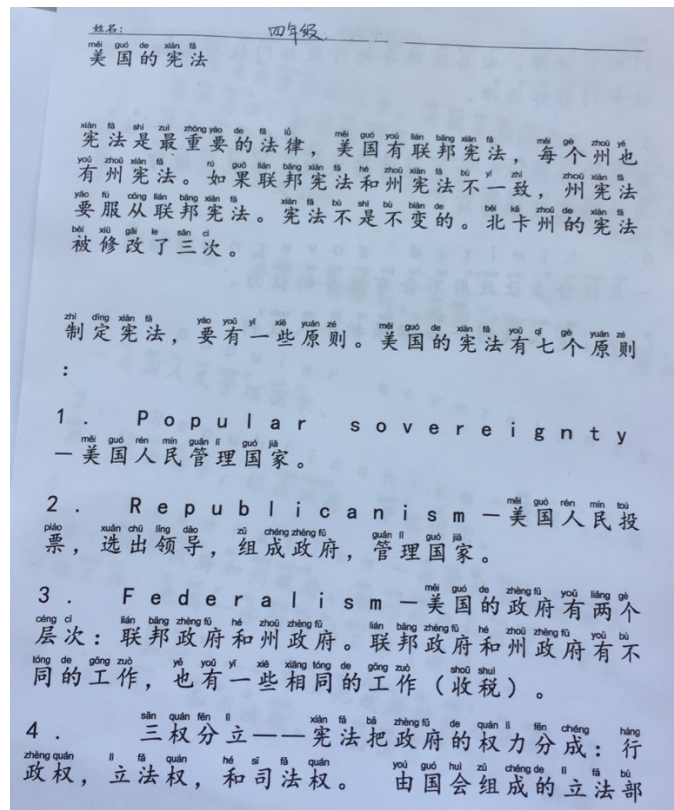
Picture 5.5.3.3. A Reading Material Used in the 4th Grade Civics and Government Class #2
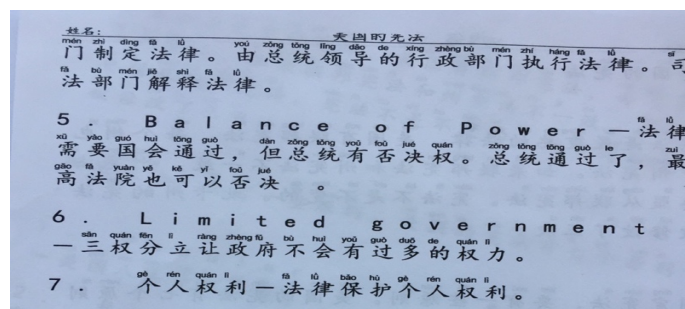
A full translation of the reading materials is in the below:

The US Constitution

Constitution is the most important law. The US has a federal Constitution, and each state also has a state Constitution. If federal and state Constitutions do not agree with each other, the state Constitution must follow federal Constitution. The Constitution is not unchangeable, the NC Constitution has changed three times.

The Constitution is made by follows some principles; the US Constitution follows 7 principles below:

(1) Popular sovereignty: American people managed the country.

(2) Republicanism: American people vote to select leaders; the leaders form the government and manage the country.

(3) Federalism: there are two layers of the US government-the federal government and the state government. The federal and state government have different jobs, but also doing something similar (such as tax collection).

(4) The separation of three powers: the Constitution separates the power of the government into three: the executive, the legislative and the judicial power. The US Congress form a legislative department to make laws. The President leads an executive department to execute the laws. The Judicial department interprets the laws.

(5) Balance of powers: the laws must be passed by the US Congress, but the President can veto the laws. Even if the President passes the laws, the Supreme Court can also overrule the laws.

(6) Limited government: the separation of three powers prevents government from having excessive power.

(7) Rights of individuals: the laws protect rights of individual people.

By reading this material and the poster, students were expected to not only to know the structures and functions of the US government, but also develop an understanding of the spirits of the US Constitution.

Section 5.5.4: products of the lesson plan. In this class, students were intended to know how to use the context clues to identify the meaning of the new words. In order to assess whether students had mastered that skills, the teacher was intended to give each student a worksheet listing each new word appearing in the reading material, asking each of them write about the meaning of the words or drawing pictures to depict their meaning of them. Students were also supposed to write something about their strategies that they used to identify the meaning of the words.

Through this class, students are expected to know some basic information about the US government, including its functions, branches, as well as the principles of the US Constitution. However, I was also curious how the teacher was going to instruct this lesson. Since the content related to the US government itself might be very boring for students, the teacher planned to use posters to depict the branches and functions of the US government and students could understand the information on the poster if they learned the Chinese vocabularies of this class. The pictures on the posters might to some extent alleviate students' feeling of boredom to learn this lesson. I was curious if the teacher used abundant examples to further explain the functions of the US government, especially about the functions related to the public education, since that area matters most to students, and it is likely what most students would want to know more about. From the teacher's lesson plan alone, I did not know what examples that the teachers were going to use in the classroom.

Another deficiency of this lesson plan is that according to the curriculum standards in the front page of this lesson plan, the teacher should also teach the Constitution of the state where the school locates, however, such content did not appear on this lesson plan. Thus, the content of this class does not totally meet the curriculum standards. I did not know whether the teacher has prepared such content in another social study lesson.

5.6 Learning About the US Presidents

An incomplete lesson plan that I obtained was for grade 2 social studies, which introduces the President George Washington. This social studies lesson plan follows the state Social Studies Essential Standards:

2.H.1 Understand how various sources provide information about the past

2.H.1.1 Use timelines to show sequencing of events

2.H.1.2 Identify contributions of historical figures (community, state, nation and

world) through various genres.

2.H.1.3 Compare various interpretations of the same time period using evidence such as

photographs and interviews.

This lesson plan consists of three major activities: (1) vocabulary learning, (2) introducing a reading paragraph about the biography of George Washington, (3) introducing the house of George Washington-Mount Vernon. This lesson plan is also designed for students' independent study project. For the vocabulary learning, the teacher used TPR to act out the meaning of the new words. After the vocabulary learning activities, students were expected to read a text about George Washington.

The following is the reading material of this lesson:

Table:5.6.1. A Reading Material Used in the Second Grade Social Studies Class

乔治华盛顿
1732 年 2 月 22 日，乔治华盛顿出生在美国弗吉尼亚州。他的家很有钱，有一个大农场。他生活在一个大家庭，家里有六个孩子。他喜欢数学和骑马。他喜欢吃鱼和冰淇淋。他 21 岁加入军队，26 岁时结婚。1775 年，他带领军队，领导了美国独立战争。1789 年，他成了美国第一位总统。1799 年，华盛顿去世。为了纪念他，人们建立了华盛顿纪念碑。并称他为 '国父'。

English translation of the text is in the below:

George Washington
George Washington was born in Virginia on February 22, 1732. His family was very rich. He lived on a big farm. He had a big family, his family had 6 children. He liked math and riding horses. He also liked to eat fish and ice-cream. He joined in the army at 21 and got married at 26. In 1775, he led the army in the American Independence War. In 1789, he became the first US president. In

1799, Washington passed away. In order to memorialize him, people constructed the Washington Monument and called him the founding father.

Through reading this text, students were expected to know something about the biography of the first US president including his family, interests, and his contribution to the US independence.

Another part of the lesson was learning about the house where George Washington once lived- Mount Vernon. The teacher was also intended to use PowerPoint slides (PPT slides) to demonstrate what does Washington's Mount Vernon estate looked like.

The PPT slides include the introduction on the location of the Mount Vernon, its construction history and ownership. An important feature of the PowerPoint Slides is that they use the real photos to show Washington's home and plantation as well as facilities inside the mansion such as the kitchen. The photos also include some information about the War of Independent such as the pictures of the soldiers of the American Continental Army and British Army (actors performing), and the reconstruction photos of the battle field of the War of Independence. All of the photos on the PPT slides were taken in 2016 in a memorial park at Mount Vernon, Virginia where it organized performances are given to reconstruct the scenes of the Independence war in order to educate the public and tourists about President Washington and the War of Independence.

By viewing those photos on the PPT slides, students were expected to know something about Washington's Mount Vernon estate, the biography of George Washington as well as something about the War of Independence. The photos were intended to make the class less tedious.

Similarly, in grade 5, another social studies lesson plan indicates that the teacher was intended to introduce students to the legendary career of President Abraham Lincoln. The teacher was intended to use Abraham Lincoln as a role model to motivate students about not giving up. The following instructional material was intended for use in the classroom.

Table 5.6.2. A Reading Material Used in the Fifth Grade Social Studies Class

你知道美国最伟大的总统是谁吗？答案是就任 16 任美国总统的亚伯拉罕林肯。你知道吗？

林肯总统一生中经历了无数次失败！来看看他一生的经历吧。

七岁时父亲在官司中败诉，放弃土地，他开始外出打工。九岁丧母。

二十二歲初次經商失敗。

二十三歲競選州議員落選；同年失業、投考法學院落第。

二十四歲，向朋友貸款經商，同年破產，此後用十六年時間清還債款。

二十五歲再次競選州議員，終於成功。

二十六歲即將結婚前，未婚妻去世。

二十七歲臥病半年。

二十九歲爭取擔任州議員發言人失敗。

三十一歲爭取成為選舉人失敗。

三十四歲參加國會大選落選。

三十七歲再次參加國會大選，當選。

三十九歲尋求國會議員連任失敗。

四十五歲競選參議員落選。

四十七歲爭取共和黨副總統提名失敗。

四十九歲再度競選參議員又落敗。

五十一歲時，他當選美國總統。

他一生中失敗過三十五次，只有三次成功。

他曾說過：「我一隻腳滑了一下，另一隻腳因而站不穩。但我緩口氣告訴自己，這不過是滑一跤，並不是死去而無法爬起來。」最後他進駐白宮，更帶領國家粉碎了奴隸制度。

種種失敗，都只是「滑一跤」，只要還能「活著」，有什麼事情不能克服呢？

The English translation of the material can be seen below:

Do you know who was the greatest US president? The answer is the 16th US president-Abraham Lincoln. Do you know Lincoln had experienced countless failures. Let's look at his life:

When he was 7 years old, his father lost in a lawsuit, so he had to abandon the land owned by his family. His mother died when he was only 9.

At age 22, he lost his job because his father wanted to move the family.

At age 23, he was elected company captain of Illinois militia in the Black Hawk War. Because of his Black Hawk War involvement, he did not spend sufficient time campaigning and was defeated in running for the Illinois State Legislature. Note that he was only 23-years old.

At age 25, he started a store in New Salem, Illinois with a partner. He was appointed postmaster of New Salem and deputy surveyor of Sangamon County. Unfortunately, his partner died causing the business to fail. Lincoln later paid off the whole debt for the failed business. Then he was elected to the Illinois State House of Representatives. That certainly seems like a busy and successful year for someone only 25.

At age 26, Lincoln's sweetheart, Ann Rutledge, died.

At age 27, Lincoln reportedly had a nervous breakdown.

Lincoln was re-elected to the Illinois State Legislature and led the Whig political party delegation in moving the Illinois state capital from Vandalia to Springfield. He also received a license to practice law in Illinois state courts and became law partner of John T. Stuart.

At age 29, he was nominated for Illinois House Speaker by Whig caucus but did not win the election, because the Whigs could not garner enough votes. He then served as the Whig Floor Leader.

At age 30, Lincoln was chosen presidential elector for the first Whig convention. He also was admitted to practice law in U.S. Circuit Court.

....

At age 51, Lincoln became president of the United States.

He failed 35 times in his life, and was only been successful 3 times.

The teacher intended only to introduce this reading materials about President Lincoln to students. In order to save the time to teach math, the teacher did not ask students to read the whole material in the classroom. Except for this material used in the class, the teacher also prepared more reading materials about Abraham Lincoln on the online course learning deck for students to read at home. Those materials were written in English. Through those materials, students not only learned about achievement of Abraham Lincoln include his great contributions for abolishing the slavery system of the US, but also his great spirits such as perseverance.

5.7 Learning Chinese Literacy Skills in Math Class

Students in the DLI program could learn some things about the diverse cultures in their community, in the state, US and the world from their social studies classes. Students in the DLI program have learned some Chinese literacy skills as they attended social studies and math class. In each social studies class, the teachers have arranged Chinese vocabulary learning, speaking, reading and writing activities as they learned the social studies subject content. Similarly, in each math class, the teacher told the students how to use Chinese language to express their ideas about math problems and present math algorisms logically by using Chinese language. The teacher even incorporated some Chinese writing activities into the math class. For example, in one math class, as shown in the Picture 5.7.1, the teacher asked students to think about an interesting math problem and then write down the math problem and their solutions in Chinese.

Picture 5.7.1. Chinese Writing Activity in a Math Class
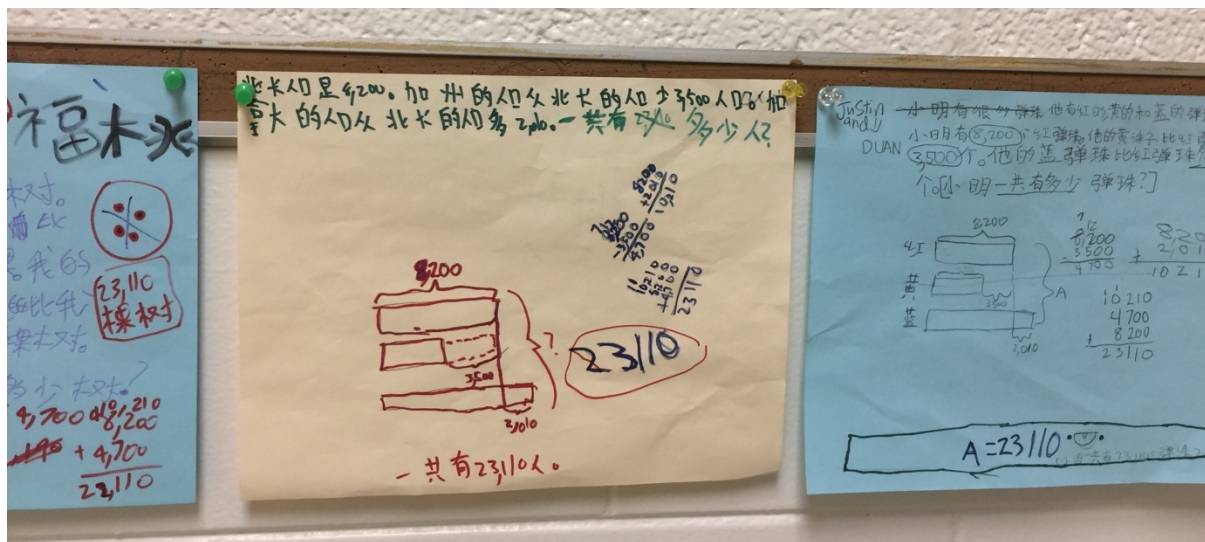
As the Picture 5.7.1 indicates, students' writings for a math class were displayed on the wall of the main corridor inside the school for the public to view. Although students' quiz and end-of-grade exams were to be written only in English, some of their math and social studies homework was required be written in the Chinese target language. So, students in the DLI program actually had many chances to practice their Chinese literacy skills while learning the subject content.

5.8 A Summary of Chapter 5

In summary, the common literacy activities used in the DLI program included vocabulary instruction and shared reading and writing activities. The shared reading and writing activities required the teacher and students to read and write a text together as well as to construct ideas collaboratively. The genre of writing was usually opinion writing, which required students to express their ideas and opinions about a topic in social studies subject such as the benefits of tree planting, which crops should be planted in the state, and how to solve the problems of early colonists in the Jamestown. Students and teachers worked together to brainstorm ideas for opinion writing.

The most common teaching method that teachers in the DLI program often used was TPR (total physical response), where teacher and students use gestures or body movements to act out the meaning of a Chinese word or plot of a Chinese reading text. The teacher also used a picture dictionary to help students memorize the meaning of the Chinese vocabulary. The picture dictionary method requires students to draw a picture to depict the meaning of a Chinese word.

Based on the curriculum standards that the Chinese-English DLI program followed as well as the teaching and learning materials that been used in the program, I found that this DLI program did not include much Chinese cultural content or even the diverse cultures of the students' community into its curriculum. In the formal class, students simply learned what the state curriculum standard required them to learn. Although the state social studies standard was actually flexible and encouraged students to learn about the diverse cultures (such as languages, foods and traditions, etc.) of various groups living in students' local and regional community, the Chinese teachers in the DLI program actually did not incorporate much of those cultural elements into the classroom instruction. Nevertheless, through

attending the program, students should be able to develop sound Chinese literacy skills as well as a good level of Chinese oral communication and presentation skills which are a pluses.

Even if the content of the classes of DLI program did not incorporate much Chinese and diverse culture content, could it still cultivate students' awareness and appreciation toward the diverse cultures in their community and the world? For the CHL learners, could the DLI program boost their Chinese cultural identity and their confidence of learning Chinese language and culture? The answer for these two questions is yes. Let us look at its extracurricular cultural activities.

In the next chapter, I examine how the DLI program attempted to cultivate student awareness and appreciation of diverse cultures in their community and the world. I also explore how the curriculum and instruction may boost Chinese cultural identity and language competence.

Chapter 6:

How the Chinese-English DLI Program in the Southside Elementary School Supports the Development of Students' Understanding of Diverse Cultures at School, in Their Community and the World, Especially the Chinese Culture?

Introduction

The Southside Elementary School had two major cultural activities (the Multicultural Night/Gala and the Lightup Lantern Festival) to cultivate students' awareness toward the diverse cultures of their community.

6.1 The Multicultural Night/Gala

The Multicultural Night/Gala was a school-level cultural festival, with students from both DLI program and regular English program participating in the activity. According to the school principal, during the celebration, each classroom represented a culture which was nicely decorated with artifacts of that culture. Students who hosted the cultural activities in that classroom was dressed up in the traditional clothes of their culture and served traditional food and snacks and had art performance for the visitors from other classrooms. During the multicultural gala, students of different cultural backgrounds had funs together. According to the parents, during the multicultural night, their children were the happiest people in the world. Students were running from one classroom to another classroom to see different decorations, cultural and arts performance such as music and dances presented by their friends of different cultures and races. They also tasted different food and snacks made by their friends. Students who seldom meet each other during the school days had the chance to see and communicate with each other and play games together. The Multicultural Night/Gala provided students and community a good opportunity to learn about and experience diverse cultures in different countries of the world. The Southside Elementary School has culturally diverse students whose parents come from more than 19 countries in the world. Parents from different countries were invited to participate in the festival by demonstrating their

traditional artifacts, handicrafts, cuisine, costumes, pictures and videos about their countries. The 2018 multicultural Night/Gala had parents from more than 19 countries to participate. As the handouts below indicates, parents from Poland, New Zealand, Lithuania, Egypt, Japan, the USA, D.R. Congo, Macedonia, Guinea, Mauritanian, Mexico, Argentina, Turkey, the Philippines, Denmark, South Korea, China, Nigeria, and South Africa were participated in the Multicultural Night/Gala.

Handout 6.1.1. Cultural Exhibition for the 2018 Multicultural Night/Gala
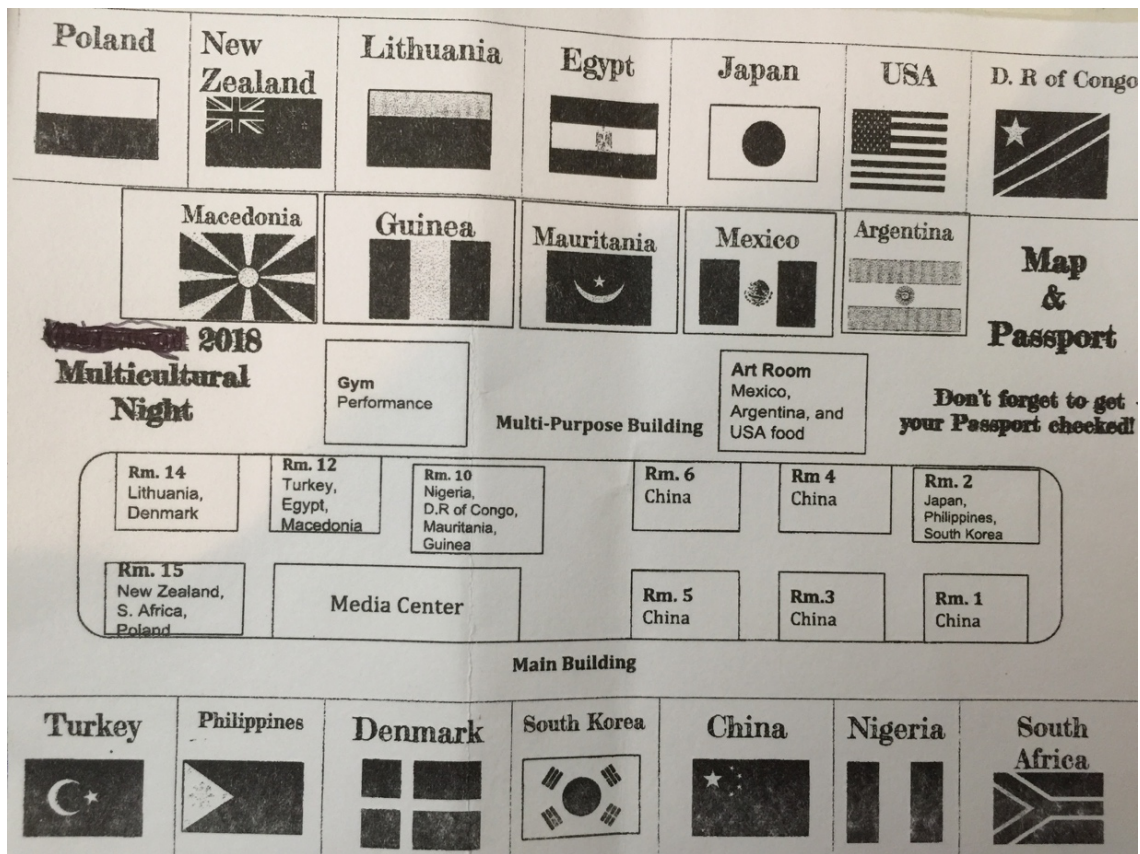
The handout 6.1.1 shows that at Cultural Exhibition of the Multicultural Gala, there were 19 cultural booths and each cultural booth represented a country. The Pictures 6.1.1 to 6.1.6 were taken at the 2018 Multicultural Gala. Those pictures show that each cultural booth was nicely decorated with traditional handicrafts, photos and flag of that country. There was at least one parent hosting each cultural booth, since the cultural booth was designed and made by that parent. From my observation at the Multicultural Gala, I found some of the cultural booths served traditional food and snacks of that culture. Other cultural booths even presented their traditional musical instrument performance. Since the cultural booths were

decorated in different styles and hosted different cultural activities, parents and students who visited the cultural booth would get different learning experiences. The cultural booth may also nicely satisfied students and parents' curiosity about different cultures of the world.

Picture 6.1.1. A Poster about Macedonia in the 2018 Multicultural Night/Gala

Picture 6.1.2: A Student Listens to a Parent's Introduction of a Poster about Turkey

Picture 6.1.3: Korean Handicrafts Showcased in the Exhibition of Multicultural Night

Picture 6.1.4. A Poster about Chinese Culture
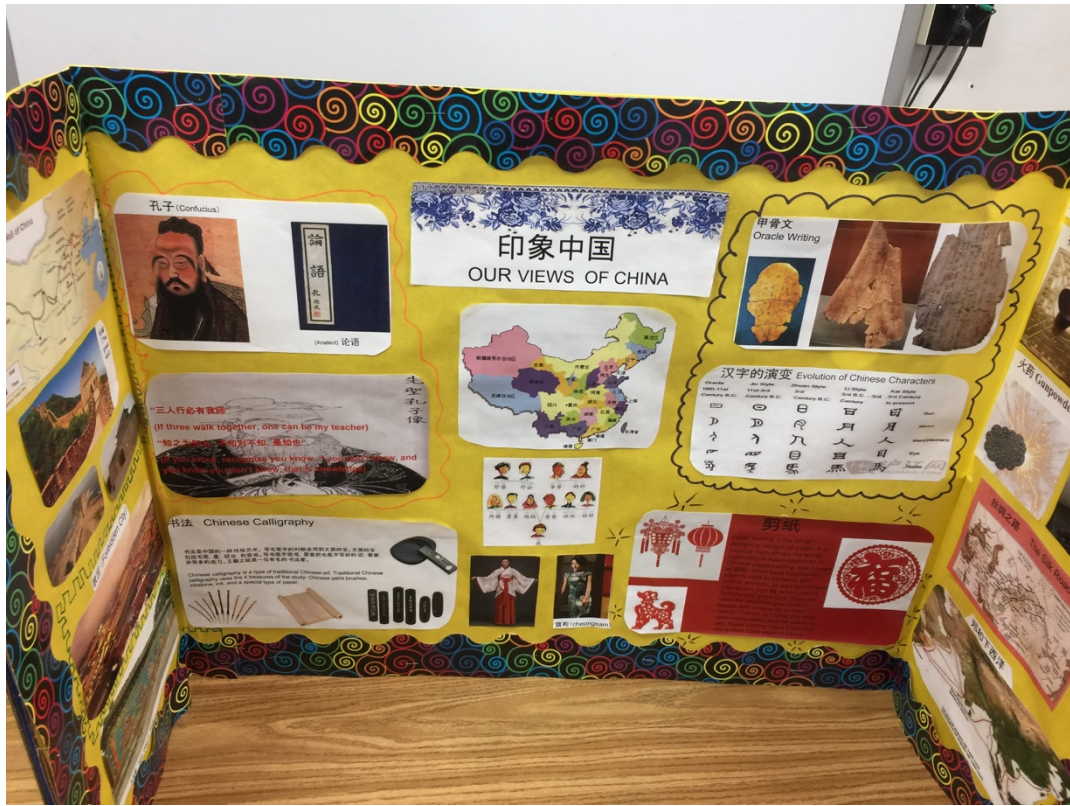
Picture 6.1.5: A Poster about Argentina

Picture 6.1.6: "Hands-on" experience in the Multicultural Night

Pictures 6.1.1 to 6.1.6 show that the Multicultural Gala/Night aimed to develop students' global awareness and promote students' learning of diverse cultures of the world. At the Multicultural Night/Gala, students and parents saw posters introducing different countries of the world and their handicrafts and tasted some traditional food from those countries. The exhibitions in the Multicultural Night/Gala not only provided students the opportunity to passively see those cultural artefacts and posters introducing different countries, but also provided them "hands-on" experience of making and designing the cultural handicrafts on their own. For example, as we can see in the Picture 6.1.6, a student was brushing Chinese calligraphy and two other students were designing a Chinese-style artistic bookmark. In the Multicultural Gala, there were many "hands-on" activities. In another Chinese culture booth, students learned to make Chinese paper-cutting. The Japanese culture booth taught students the art of origami. Students learned to use newspaper to fold a model of a Kimono - a kind of traditional Japanese costume.

According to Edgar Dale's cone of experience theory (Dale, 1969; Anderson, 2017), students should be able to retain more information about the cultures they experienced in the Multicultural Night/Gala by

what they "do" as opposed to what they "heard," "read," or "observed" during the Gala. At the Multicultural Gala, I observed that parents were volunteer teachers and guides in the cultural exhibitions and they showed students the meaning of posters and handicrafts. They also showed students how to make handicrafts. Students were seemed to be very engaged in this learning process.

Students and their parents witnessed an exhibition of various cultures of the world, participated in the cultural activities like designing handicrafts, and tasted food and snacks from other countries of the world. The Multicultural Night/Gala seemed to provide students and their parents opportunities to know about different countries of the world including their geographic locations, official languages, famous people, population, cities, and tourist spots. I observed that in the cultural exhibition of the Multicultural Night/Gala, I found that students were more engaged in the "hands-on" learning experience such as making handicrafts, while parents were more interested in the poster sessions that showed information about cultures of different countries.

An important spirit might be embodied in the Multicultural Night/Gala was cosmopolitanism and multiculturalism. According to Igarashi and Saito (2014), the cosmopolitanism refers to an orientation of openness to foreign others and cultures. As Appiah (2006, p. xiv) states, cosmopolitanism is the ideology that all human beings belong to a single global community as citizens of it, and the cosmopolitanism rejects the traditional idea that every civilized person belonged to a community among communities. As mentioned by Igarashi and Saito (2014), for many years, the modern education system focused on developing students' national cultural identity (nationality) while marginalizing the diverse cultures in students' community and the world. The Multicultural Night/Gala seemed to counter this old tradition by encouraging multicultural communities to present and demonstrate their traditional cultures at the school. Through this Multicultural Gala, parents from diverse cultural background demonstrated traditional cultures of their countries together in the same school building. This aimed to create a sense of cultural togetherness among culturally diverse school community.

The Multicultural Gala also promoted cross-cultural communication and mutual understandings among students and parents of different cultural backgrounds. At the Gala, I saw many parents and students going from one cultural booth to another to see different posters and cultural handicrafts and

tasted different traditional food and snack, they also frequently communicated with the parents who hosted cultural booths. They asked questions to the host of the cultural booths regarding the exhibitions of the cultural booths. Sometimes, parents who hosted a cultural booth even directly reached out to visitors and students who approached the booth by asking them questions. For example, when I approached the Turkey cultural booth (as Picture 2 indicates), the host parent pointed to the photo of the Turkish President Mustafa Kemal Ataturk (the first President of Republic of Turkey) and asked me "Do you know who is in the picture?", I replied to him that the photo was President Kemal Ataturk who modernized your country in the early 20th century. He gave me a thumb-up and told me that he was very appreciated to my answer.

Similarly, in the Denmark culture booth, the host parent asked a young student "Do you know who is Hans Christian Anderson? Have you ever read his fairy tales?". That young student nodded her head. Her mother told the host parent that her child had read *the Little Mermaid* and *the Ugly Duckling*. Likewise, in the Argentina cultural booth, I saw many parents talking to the host parent asking him tourist information about Argentina such as its popular tourist attractions, climates, major landscapes, transportation, natural resources, and major agricultural products.

The Multicultural Gala created a good opportunity for parent and students of different cultural background to learn from each other and to promote cultural understandings from different aspects such as history, geography, language, literature and arts of different countries.

The Multicultural Night/Gala was not just a school-level cultural activity. To host the Gala, the Southside Elementary school relied on the resources and support from parents and community by collaborating with parents and community. It is important to note that the content of the cultural exhibition of the Multicultural Gala was prepared by parents and community. Parents also served as guides and hosts of the cultural booths and they helped students and other parents who visited the cultural booths explain the meaning of the exhibitions in cultural booths. The Multicultural Gala harnessed cultural and linguistic capital (funds of knowledge) and resources from parents and their multicultural community to promote students and parents' understandings toward diverse cultures in their community and the world.

6.2 The Lightup Lantern Festival

The Lightup Lantern Festival is an inclusive community celebration of the Chinese New Year and of cultural diversity that includes a variety of cultural and arts programs. Different from the Multicultural Gala/Night, the Lightup Lantern Festival was hosted by a local weekend Chinese heritage language (CHL) school. It was sponsored by the government of the town that the school is affiliated with as well as many local culture and arts organizations, newspapers, Chinese American societies, Chinese restaurants and supermarkets. During the festival celebration, students in the DLI program of Southside Elementary School have participated in the following activities:

(1) Chinese cultural performances such as folk songs, music, dances, mini dramas and choral recitation of Chinese poems or proses.

(2) Designed and hand-made lanterns.

(3) Tasted Chinese food.

(4) Dragon dance performance.

The Pictures 6.2.1, 6.2.2, 6.2.3, and 6.2.4 indicate how students of the DLI program of the Southside Elementary School celebrated the Lightup festival and participated in the cultural performance and activities.

Picture 6.2.1. Students of the DLI program Singing Chinese Songs in the Lightup Festival

Picture 6.2.2. Students of the DLI program Dancing in the Lightup Festival

Picture 6.2.3. Lanterns Designed and Made by the Students in the DLI Program

Picture 6.2.4. Students in the DLI Program Playing a Chinese Drama for the Lightup Festival

The Lightup Lantern Festival provides CHL students in the Southside Elementary School of DLI

program opportunities to celebrate their ethnic culture as well as to participate in their community life. As

one Chinese parent mentioned in the interview:

> It is very good to have the Lightup Festival and I felt last year's festival was very good, it not only affirmed Chinese students' cultural identity but also improved their community awareness. I knew that the last year's Chinese culture festival (the Lightup) engaged every member of the community to participate. The participants did not close the door and entertained themselves, rather they engaged everyone in the community to participate. It expressed a spirit that we share our heritage as a whole community, everyone will come to celebrate together. I feel this was the best part of the festival. This was also the purpose of this DLI program. (去年是第一届办，我觉得就非常非常好。而且不光是文化认同还有是 community 意识。而且去年点灯节是我知道的，在美国办这种本民族（中国）的文化节日活动，真正做到了整个 community 来参加。他不是说我们自己关起来自娱自乐，就是说 we share our heritage as a whole community, everyone will come to celebrate together 我觉得 that's the best part. 那个我觉得跟这个双语班的目的很符合的地方).

For the native English-speaking parents, the Lightup Festival provided their children an environment to learn about Chinese culture and a good reason to learn and use the Chinese language. When I asked one American parent about his reflection to benefits on the benefits of attending the cultural festivals for his child, he agreed that letting his child participate in those cultural festivals could help his child know about the cultural diversity and Chinese culture in the community. He also mentioned that "(through attending cultural activities) they(students) will realize that they learned Chinese for a reason and have an application."

During the 2017 Lightup Festival, students in the DLI program at the Southside Elementary school sang, danced and played in front of their parents, together with thousands of guests and visitors from their community as well as many more from outside. The Lightup Festival was a major cultural festival of the town which celebrated the Chinese lunar New Year. In 2017, there were thousands of visitors concentrated in a shopping mall where the Lightup Lantern Festival was held. More than 40 booths inside the shopping mall hosted cultural arts activities or served foods for the festival visitors. The major Chinese arts performance was held on the central stage of the mall where one could see local Chinese community perform Chinese dances, chorus singing, traditional Chinese music, Chinese music instrument ensemble, Peking Opera, Fashion Show and dragon dance. The students from DLI program of the Southside Elementary School together with the performers from professional arts groups, local amateur Chinese arts club, Chinese dance club, Peking Opera club, and the local Chinese heritage language schools presented 30 wonderful performances for the visitors and guests. This full performance run from 11:00 am to 5 pm. All of the performers, students and visitors wore smiles on their faces.

The celebratory atmosphere created by the Lightup Festival demonstrated an information that the Chinese language and culture was deemed to be an important part of the community culture. It also indicated that the community where the Southside Elementary school is located upholds the spirit of cultural diversity and local residents welcome and embrace diverse cultures (include Chinese culture) from other parts of the world. Students who participated in this cultural festival not only were able to fully immerse themselves into a Chinese cultural environment, but through participating in their community as one important part, they themselves also become producers of their community culture. So, the students

and anyone who performed in the Lightup festival were not only the participants in the festival, but also the contributors, creators and producers of their community culture.

When the CHL learners and Chinese immigrants saw that their heritage culture was being respected and celebrated by all of the people in the community (including both of their same ethnic group friends and their American friends), their interest in learning their heritage language and culture may well have been boosted, and at the same time their identity concern about whether they are Chinese or American should be relieved (or at least temporarily) since they may have realized that their community fully accepted their ethnic culture identity.

The native English-speaking students and local residents who witnessed or participated in this cultural festival may have realized the importance of knowing more about Chinese language and culture and also know more about how this ethnic minority made contributions to the cultural diversity and prosperity to their community.

Through conducting observations in the cultural festival, I also felt that cultural diversity was a cornerstone for development and prosperity of the town. According to the demographic statistics of the town, there were 60,000 people in the town. The Asian population constitutes as much of 12% in 2017, which was the second biggest ethnic groups after white (72%) and then followed by African-Americans (9%) and Latinos (6%). In 2017, the town even elected the first Chinese council member in history. The town in which the Southside Elementary School is located is a university-town with students from more than 50 countries of the world. The ethnic minority groups have strong interests in retaining heritage language and culture. The government of the town seems to have recognized this as it established dual language immersion programs. It also sponsored the Lightup Festival as well as many other cultural activities not only to affirm the ethnic culture of its ethnic population, but also to promote democracy and mutual understanding among its community members especially between local and immigrants. When the students in the DLI program of the Southside Elementary School celebrated ethnic culture or participate in the cultural activities, they also actually helped the government of the town accomplish an important political task.

As the principal of the Southside Elementary School mentioned, those cultural activities allowed students to showcase different cultures and to make students feel proud of where they come from, who they are and how they have been raised in their families. Students of the DLI program involved in the festivals showcased their language knowledge and skills they learned in part from the DLI program and helped to build relationship and understanding among peoples of different cultural backgrounds. According to the principal, through participating in those cultural activities, the native English-speaking students were also able to showcase and practice their learned Chinese language skills as well as to develop appreciations for the language and culture they learned in the program. For the CHL learners, through participating in their ethnic cultural activities, their ethnic cultural identity may have been enhanced by feeling proud of their family and ethnic community as well as their ethnic heritage culture.

The cultural activities like Lightup Festival and Multicultural Gala were well organized. At the school level, the PTA and MAC (Mandarin Advisory Committee) meetings played an important role in organizing parents and students participating in those cultural activities. In the Southside Elementary School, the PTA meetings were held once a month, and the MAC meetings are held four times a year. They have very similar purposes. According to the principal of the Southside School, each PTA and MAC meeting has a fixed agenda including informing parents about the budget of the school and the program, discussing, planning and organizing cultural activities and fundraising for the school program. The MAC meeting is one part of the PTA meeting and focuses more on issues of the Chinese-English DLI program. Before those cultural activities were launched, the principal and other school officials had informed parents at the PTA and MAC meetings what she expected parents and their children to do in the cultural activities, such as what types of cultural/art performances they wanted their children to do in cultural festivals, as well as the need for volunteers, costumes and props that the school wanted parents and community to provide for the performance. There was a director at the school who was in charge of parent-school liaison/communication and a parent was also appointed as the communicator to help other parents communicate with the school about the issues of the preparation of students' performances at the cultural activities. At the Southside Elementary School, PTA/MAC meetings played an important role in

informing parents about what their children were going to do in the cultural activities and obtaining resources from the parents and community to support cultural activities.

The content of students' performance programs in the Lightup Festival was actually designed by the teachers in the DLI program. A teacher usually communicated with parents of the class through email directly regarding their children's cultural/art performance in the Lightup Festival or other cultural activities. The teacher would also ask parents to get the costumes and props needed for the performance. The parents were expected to prepare those costumes and props. Preparing the performances on cultural festivals was also an important part of the cultural studies syllabus of the DLI program. Students did a lot of performance rehearsals during the social studies classes especially when the date of the Lightup Festival was close, and many Chinese teachers may have even spent most of social studies classes on preparing students for the artistic performance. Since many students' Chinese proficiency level was limited, especially for the native English-speaking students, the difficulties of singing Chinese songs or reciting the lines of a mini-drama were likely very high. Thus, students needed to expend considerable efforts to prepare their performances for the Lightup Festival.

Although learning to sing a Chinese song or recite lines of a Chinese drama during the limited school hours is very challenging for both native English-speaking students and CHL students, when doing those activities, it was beneficial for them especially in terms of learning Chinese literacy and culture and promoting cultural understanding. Students in the DLI program managed to overcome all kinds of difficulties and presented wonderful performance to their parents, community members as well as thousands of visitors in the Lightup Festival.

The photos below are of posters which were taken on the wall of main the corridor outside classrooms. The teacher posted students' stage photos as well as the scripts of the mini-dramas on posters. The posters demonstrated how students acted in the drama as well as the lines of Chinese dramas that students recited in the performance. As shown in the posters, the students performed a total of 6 mini-dramas, and the themes of the dramas included five Chinese history stories and a Chinese fairy tale.

Picture 6.2.5. A Poster of a Chinese Drama "Mulan" that Students Played in the Lightup Festival
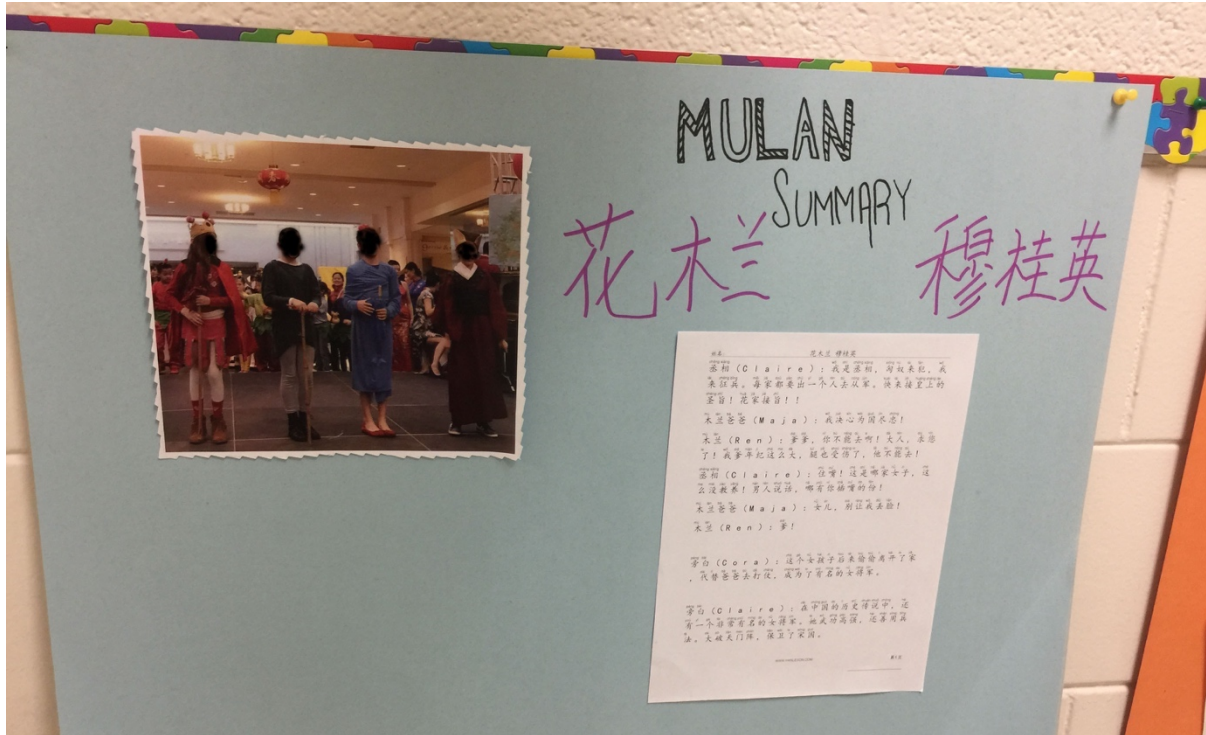
Picture 6.2.6. A Poster of a Chinese History Drama "The Emperor and the Assassin"
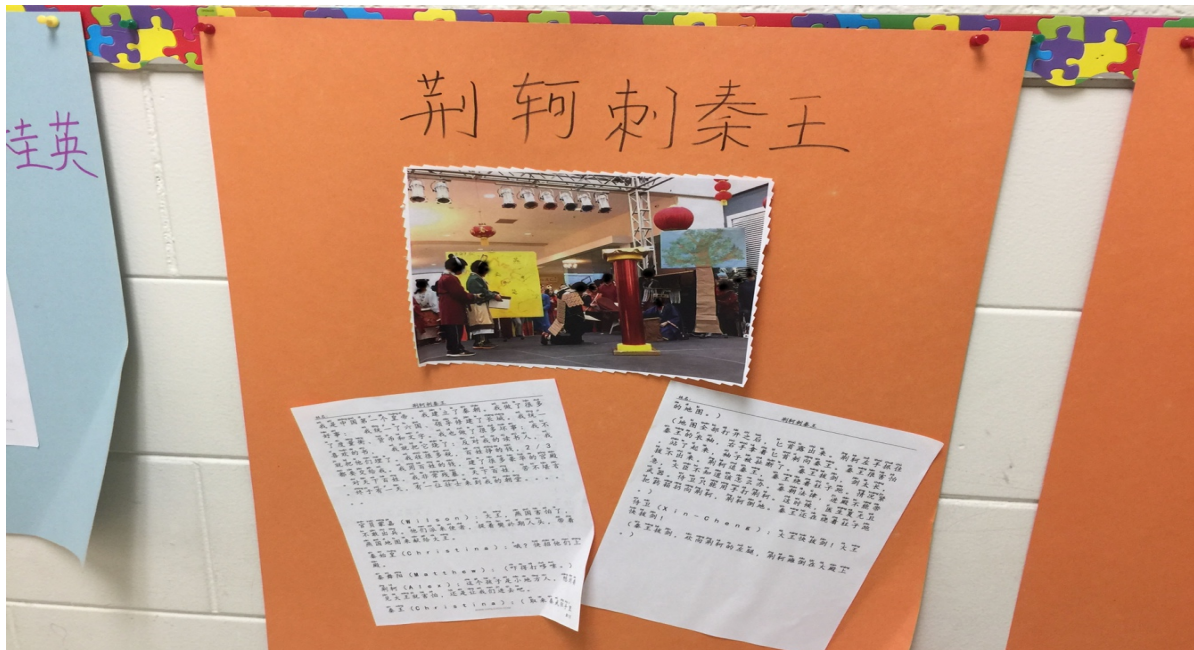
Picture 6.2.7. A Poster of a Chinese drama "Si-Ma-Guang Breaks the Pot"
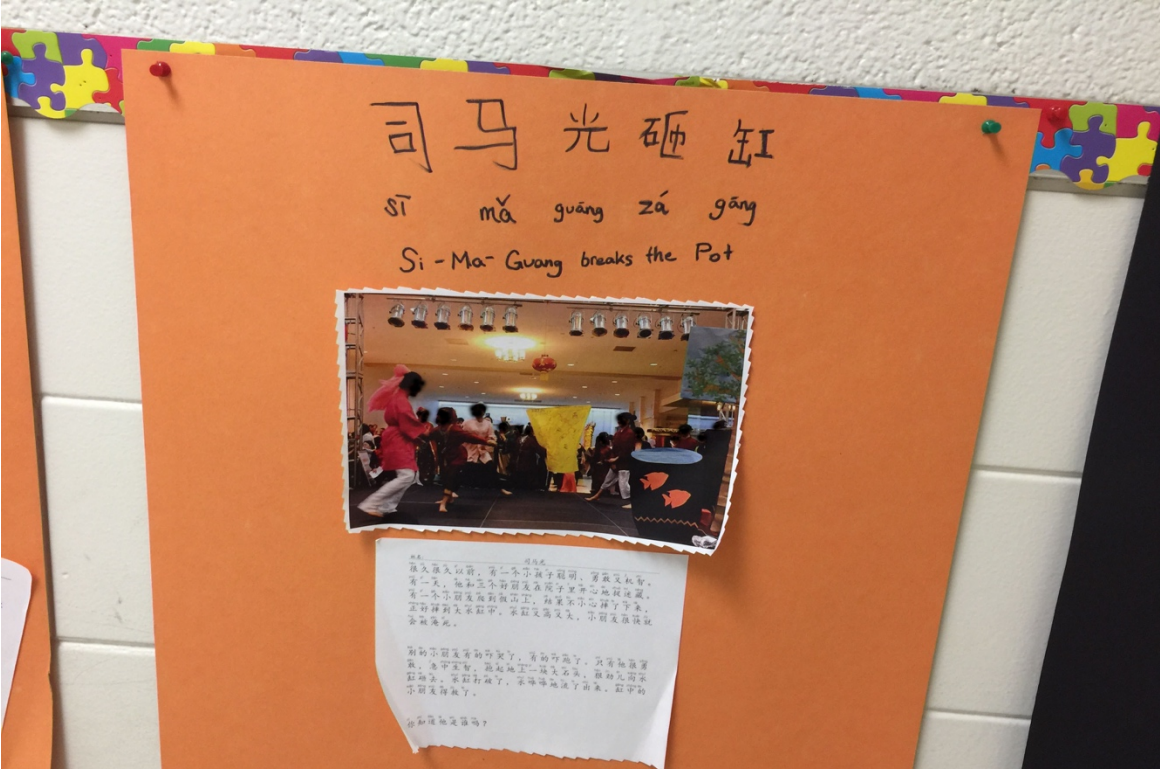
Picture 6.2.8: A poster of a Chinese drama: "The Romance of Three Kingdoms"
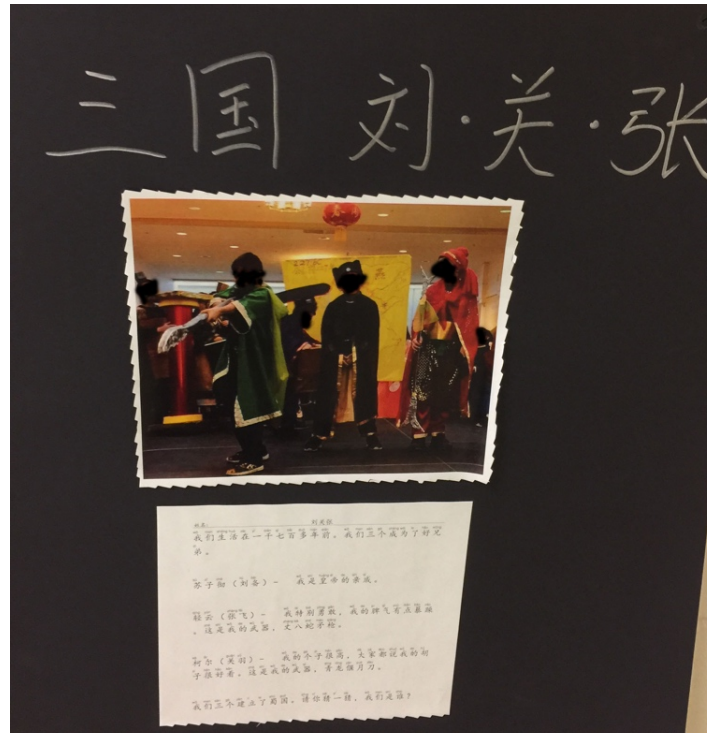
Picture 6.2.9. A Poster of a Chinese Drama: "Empress Wu"
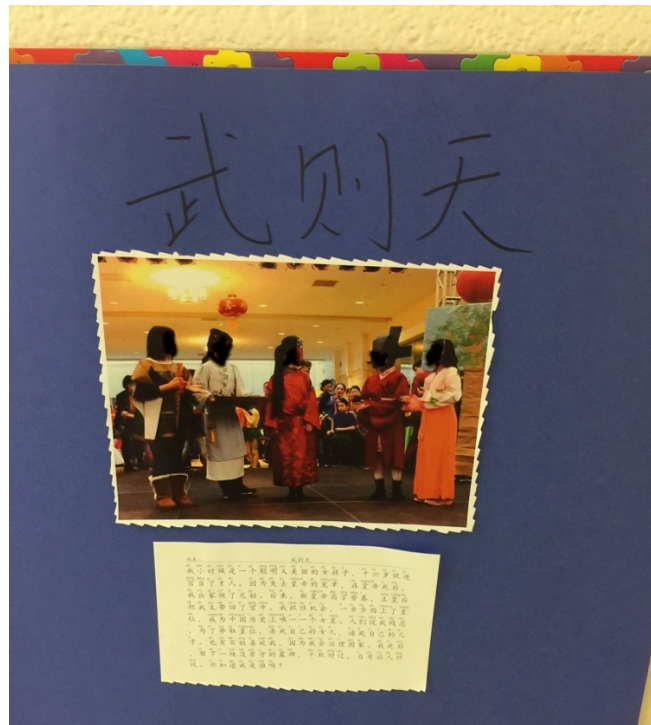
Picture 6.2.10. A Poster of Chinese Drama: Calabash Brothers
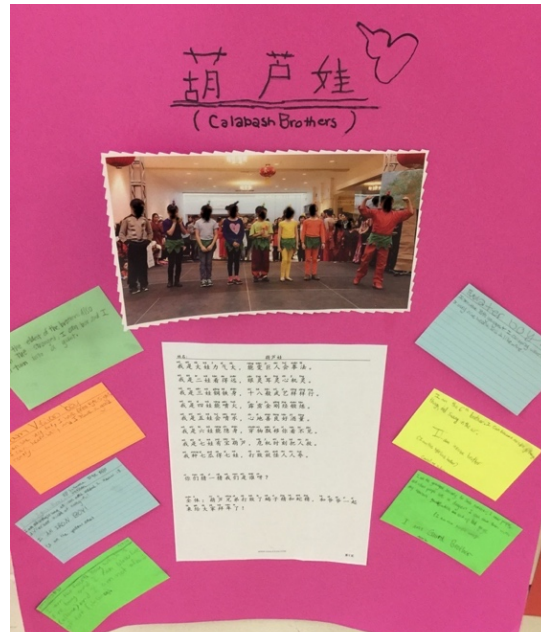
Some scripts of the dramas performed at the Lightup Festival were adapted from Chinese history

stories such as "Story of Mulan" in the Picture 6.2.5, "the Emperor and the Assassin" in the Picture 6.2.6,

and "Empress Wu" in the Picture 6.2.9. One drama was adapted from Chinese classic "Romance of Three

Kingdom" as in the Picture 6.2.8. another drama was adapted from a Chinese Cartoon movie "Calabash

Brothers" as in the Picture 6.2.10. And another drama "Si-Ma-Guang breaks the Pot" was based on an

interesting story from an ancient figure in the Song Dynasty of China. Through these dramas, students in

the DLI program could learn a little bit about some ancient Chinese figures such as the first Emperor of

China Qin Shi Huang, the first and the only female Emperor in Chinese history- "Empress Wu", the hero

in the Chinese classic "The Romance of Three Kingdoms" as well as other stories.

These Chinese dramas provided a window for students to peep into the essence of ancient Chinese

culture. For example, the story of Mulan(花木兰) (which also has been adapted into a Disney animation

film in 1998) depicts how a woman warrior-Hua Mulan（412-502 AD）in the Northern Wei Dynasty of

China took her aged father's place in the army. Hua Mulan was a beautiful and strong woman known for

practicing martial arts and for being skilled with the sword. She fought in the army for 12 years, helping

her mother country defend against invasion of a nomad army from the north. She gained high regard in

the army, but she refused any reward and retired to her hometown. The spirits embodied in the story of Mulan include patriotism, filial piety and bravery which are highly advocated by the Confucianism. Since Mulan was a rare female warrior in the Chinese history who gained high status in combat, the story of Hua Mulan also echoes today's feminism in the western world, which campaigns for the gender equality as well as affirms women's contributions to the society. So, by learning and acting out the story of Hua Mulan, students can learn a lot about the Chinese history, the essence of Chinese culture as well as the feminist ideas.

Playing dramas was also intended to promote students' understanding of Chinese history. For example, one drama that students presented was the story of "Emperor and Assassin(荆轲刺秦王)", a realistic depiction of what was happened at the end of the Warring State Period of China (475-221 BC), when the state Qin was about to conquer all other 6 states by armed force and achieved the unification of China for the first time in history. The script of the drama mentions that the emperor Qin Shi Huang was the first emperor in Chinese history and he established the Qin Dynasty after unifying all other 6 states. He built the Great Wall to fend against Xiongnu nomadic people from the north and unified measuring units, coins, and Chinese words and characters. The text also mentioned about the evil and brutality of the emperor Qin Shi Huang. For example, he imposed the policy of cultural despotism by destroying the books whose ideas and thoughts he did not like, killing Confucian intellectuals who did not agree with his political ideas, and levying heavy taxes on his people. The story mainly dealt with a failure assassination attempt made by a warrior named Jing Ke from the state of Yan who tried to kill the brutal emperor Qin Shi Huang in order to save his state. By learning and acting out this story, the students would not only know something about the history of Chinese Qin dynasty, but also gain some deeper awareness of the basic characteristics of Chinese feudal dynasties such as political unification and cultural despotism which was significantly different from today's democratic countries in the west. So, it could lay a foundation for students to learn more about the world history in the middle school and high school.

Other Chinese history mini-dramas played performed at Lightup Festival included "the story of Empress Wu（武则天），" "Romance of Three Kingdoms（三国演义），" and "Si-Ma-Guang breaks the

Pot (司马光砸缸)." These are also the stories that people in China are familiar with. The character in the "The story of Empress Wu (武则天)" is Empress Wu（624AD-705AD）during the Tang Dynasty of China. The script of the drama mentions that she was the first and the only female emperor in the Chinese history; she was also famous for her brutality as she killed her own sons and daughters in order to crown herself to be the emperor. Yet, at the same time, she was good at administrating her country, especially the economy. As a result, many Chinese people still like her.

The main characters in the Chinese historical novel "Romance of Three Kingdoms,"-Liu Bei, Zhang Fei and Guan Yu - are also characters that Chinese people in China and the world diaspora know about. The story is set in the turbulent years towards the end of the Han Dynasty and the Three Kingdoms period in Chinese history (169AD to 280AD). The story is part historical, part legend and part mythical. It romanticizes and dramatizes the lives of feudal lords and their retainers, who tried to replace the dwindling Han Dynasty and restore it. The focus of the novel is on the three kingdoms established by the three powerful warlords: Cao Wei, Shu Han and Eastern Wu. The characters-Liu Bei, Zhang Fei and Guan Yu established the regime of Shu Han, which engaged in a military confrontation with two other kingdoms. For more than 1700 years, the three characters- Liu Bei, Guan Yu and Zhang Fei have been very influential among the Chinese people around the world and they are also very popular in other countries of east Asia such as Korea and Japan as well as in many countries of southeast Asia such as Malaysia and Singapore. People in China and Asia even built temples and shrines to memorize the great deeds of Guan Yu, Liu Bei and Zhang Fei as well as the spirits they represent such as courage, righteousness and loyalty. The historical novel "The Romance of Three Kingdoms" was written in 14th century China and deals with intriguing plots, personal and military battles and struggles of the three kingdoms from 169AD to 280AD. It has become an important symbol of Chinese culture and a treasure of traditional Chinese literature. Encouraging CHL students in the US to learn about the history of China such as the history of three kingdoms is very important especially in the aspects of affirming CHL learners' ethnic cultural identity and developing their moral values. For the native English-speaking

students, encouraging them to learn Chinese classical novels such as "The Romance of Three Kingdoms" can improve their understanding on the Chinese history as well as the values of Chinese people.

The mini-dramas presented by the students of the DLI program of the Southside Elementary School yielded much applause and praise from the audience including their parents, community members, and visitors from outside. Although many in the audience did not understand Chinese, they still supported and applauded to the young actors and actresses for their performance. Students' performances in the Lightup Festival was not just a showcase of their Chinese language and skills they learned from the DLI program. In the process of their performance when they witnessed thousands of people from their community and the town watching and applauding them. They may have felt that what they learned at school (the Chinese target language and culture) was valued and appreciated at least in their community and town. As Ellis (2012) and Gardner (1985) mention, in the second language learning, the learners' social and cultural milieu determine their beliefs and attitudes toward the target language and culture as well as their attitudes toward learning situation. The Lightup Festival as well as other cultural activities in the students' community created a good social and cultural milieu for students to use and practice their target language. In this kind of positive social and cultural milieu, students' target language and culture is highly appreciated by members of their community. The milieu created by the cultural festivals should promote students' confidence and determination to learn the target/heritage language and culture. Encouraging students to participate in those cultural activities in their community should be very beneficial for them in forming positive attitudes and beliefs about target/heritage language and culture and in promoting their motivation to learn the language and culture.

The cultural activities in the community like Lightup Festival also indicate that the US students' Chinese language and culture learning can also happen in their community, which has a large concentration of the Chinese people. As sociocultural theorists claim, the environment around children plays a key role in their language development. The formal and informal environment impact the L2 learning outcome. Along with the formal environment that students of the DLI program have experienced in their Chinese class, an informal language acquisition environment which was created by cultural activities in students' community and school would be expected benefited students' language and cultural

learning and acquisition. The cultural activities not only exposed students to an environment in which Chinese language and culture were valued, but the students actually actively participated in the cultural activities by showcasing their target language presentation skills. This fulfils the *Standards for Foreign Language Learning in 21 Century (Standard 1.3)* which requires students to be able to present information, concepts, ideas to an audience of listeners or readers on a variety of topics in Chinese as well as its sample progress indicator "students present skits, recite selected poems, tell anecdotes, and perform songs in Chinese for school events." This also fulfils the Dual & Heritage Language Program Standards of the state that the Southside Elementary School locates: "Use the language in school or community activities related to the target culture."

6.3 A Summary of Chapter 6

In summary, the DLI program of Southside Elementary School mainly used community and school cultural activities to promote students' cultural understandings and encourage students to learn more about Chinese target language, Chinese target culture and other diverse cultures in their community and the world. In this process, school, parents and community formed a collaborative relationship in promoting community and school-based cultural projects. Taking the Lightup Festival as an example, the DLI program of the Southside Elementary School participated by providing some Chinese cultural performances such as Chinese songs, dances and mini-dramas. Teachers in the DLI program of the school were in charge of the content of the cultural and art performance that the DLI program contributed to the festival. The teachers in the DLI program were also in charge of students' performance rehearsals. Parents supported students' performance by providing performance clothes, props and volunteers. Community organizations like local culture and art organizations, Chinese American association, weekend Chinese heritage language schools, the Confucius Institute, Chinese restaurants, town government, and the tourism department of the town provided funding, sponsorship, venue, additional cultural performances and activities as well as volunteers for the whole cultural festival. Thousands of audience and visitors from the town and beyond provided an indispensable celebratory atmosphere for the whole Lightup Festival.

In this process, the DLI program of the Southside Elementary School and the community formed two-way connections. The school supported the community-based Lightup Festival by providing some

Chinese cultural performance, but also the Lightup Festival enriched the cultural studies curriculum of the DLI program of the school. When students prepared their Chinese cultural performance such as singing Chinese songs and acting out Chinese dramas, they also learned and acquired much Chinese target language and culture that their social studies and literacy curriculum did not usually include. So the school and community-based cultural activities like the Lightup Festival and Multicultural Gala were important supplements to the cultural studies curriculum of the school. The DLI program of the Southside Elementary school made use of the resources and opportunities from the community to enrich its cultural studies curriculum.

Another benefit of the Lightup festival was that it not only promoted CHL students' ethnic cultural identity, but also developed the community awareness for all of the participants of the festival. In this cultural festival, Chinese community members brought something to share and celebrate in the cultural festival-- a song, a dance, a drama, a cultural activity, a painting, a lantern, or a handicraft etc. As a parent mentioned "We share our heritage as a whole community, everyone will come to celebrate together." The Lightup festival was not only a Chinese culture festival which only aims at celebrating Chinese culture for the local Chinese residents. Rather, it was a community cultural festival that celebrated the cultural diversity and unity of the community writ large. Everyone including performers and thousands of visitors came together to celebrate this cultural festival together with performances, smiling faces, applause, and cheers. The Lightup Festival created an atmosphere of celebration, togetherness and harmony in a multicultural community: community members of diverse cultural backgrounds came together to participate in the celebration. In this, objectives of the Lightup Festival were consistent with the objectives of multicultural education. Those objectives include developing people's awareness of the cultural diversity, developing cultural understanding, protecting the ethnic minority cultures, upholding democratic cultural pluralism, and promoting solidarity and the racial integration for the US society. Participants of all cultural backgrounds including students in the DLI program, performers and visitors unconsciously received a multicultural education in this celebratory and harmonic atmosphere of the Lightup Festival.

In the same way, the Multicultural Night/Gala gathered together diverse cultures from students' community and the world. Students and parents who participated in the Gala experienced diverse cultural practice and products from different parts of the world. They saw different pictures, artifacts and handcrafts that represent diverse cultures of the world, they tasted food and snacks from other countries, they enjoyed pieces of music that come from other parts of the world, and they also frequently orally spoken with others who came from different countries and cultures. Although they may have gotten very superficial understandings of the diverse cultures of the world, the environment created by the Multicultural Gala may support them to develop an attitude of openness toward people from other countries as well as the foreign cultures. As an important supplement to the cultural studies curriculum of the social studies subject, the Multicultural Night/Gala provided students in the DLI program and regular program of the Southside Elementary School opportunities to know about diverse and foreign cultures in the world.

Chapter 7:

How the Local Community Support the Chinese-English DLI Program

Introduction

This chapter introduces how the local community supported the DLI program of the Southside Elementary School as well as various parents/community-school partnerships and involvement models that the DLI program has been established. Based on my observation of the PTA/MAC meetings of the Southside Elementary School, this chapter also introduces the major challenges or issues faced by the DLI program that have been voiced by the parents whose children are enrolled in the DLI program.

The DLI program of the Southside Elementary has received strong support from parents and community. Parents and local community are involved in the DLI program mainly through PTA/MAC meetings and volunteering.

7.1 Parents/community Involvement Through PTA/MAC Meeting and Volunteering

The PTA/MAC meeting was the major mechanism that connected the DLI program to parents and community. The MAC (Mandarin Advisory Committee) met four times a year (two times each semester) while PTA meetings occurred once every month. Usually, 15-40 parents attended MAC meetings while 10-15 parents attended PTA meetings. The school principal attended both meetings. The functions of the PTA and MAC are similar. They both have the similar agendas such as talking about the budget of the school and the DLI program, fundraising, informing parents about matters related to the school and the DLI program, including issues related to the school and the program such as the planning and organizing of the curricula and extra-curricular activities, afterschool program, and particular issues of the curriculum, teaching and learning in the school. The PTA/MAC meetings did not have authority to make any decision related to the curriculum and instruction in the school and the DLI program. Rather parents just discussed those issues with the principal and provided some suggestions. The focus of the PTA/MAC meetings of the Southside Elementary School was to inform parents and get the support and resources

from parents and community for some school programs and activities such as book fairs and cultural activities held in the school or community.

In addition, in the PTA/MAC meetings, the principal of the school also heard comments and suggestions from parents about the DLI program. The principal needed to hear parents' comments and suggestions on the DLI program, because every year the principal was required to submit a report to the school district to describe the status quo of the DLI program as well as to provide the principal's own suggestions and parents' suggestions for the improving the DLI program. These comments and suggestions on the DLI program provided important reference materials for the school board to make decisions regarding the DLI program. In the PTA/MAC meetings, the parents and principal discussed the content of the report that was going to be submitted to the local school board later. Another important of the topic often discussed in the PTA/MAC meetings was the advertisement of the DLI program since the program needed to enroll a sufficient number of CHL students and native English-speaking students. Finding sufficient target students was an important issue that related to the survival of the program. Some American parents suggested to put more advertising efforts to the visiting scholars from China in the nearby university who brought their children to live in the town where the DLI program locate. They believed that children from China may have more needs to learn the Chinese language in the US. However, other parents believed that the children of visiting scholars would not attend the DLI program because they wanted their children learn English in the US. In the PTA/MAC meetings parents and school principal often had heated discussions on the issues related to the teaching, learning, curriculum, school activities, and funding of the school and the program. Parents often talked about their concerns about the program in the PTA/MAC meetings. The PTA/MAC meeting was a major mechanism for the Southside Elementary School to reach parents and community members to learn about their concerns about the DLI program. However, the function of PTA/MAC meeting in the Southside Elementary School was solely limited to providing suggestions to the school and school board; the PTA/MAC meeting did not have authority to make any decision regarding the DLI program. The local school board had the power to fund and control the DLI programs.

At the PTA/MAC meetings, the principal listened very attentively to parents' comments and suggestions about the program and took notes. Initially, the PTA and MAC meetings used to be two separate meetings, the committee members of which had never met each other before. When the principal came into office, she united the two meetings, which allowed committee members of the PTA and MAC to have meetings together. The significance of this action was allowing more Chinese parents involved in the PTA meeting and provide suggestions for the school and the DLI program. Members of the Mandarin Advisory Committee (MAC) are Chinese parents while PTA committee members are American English-speaking parents. By allowing the two committees to work collaborate in the MAC/PTA meetings, both Chinese and American parents can work together to solve the problems of both the school and DLI program.

In conclusion, the PTA/MAC meeting itself functioned to connect parents and community with the school. The function of the PTA/MAC meeting in the Southside Elementary School was focused on communicating with parents in order to inform them about the school budget; get parents support and hopefully fundraise its school program and community activities; inform and explain to parents the decisions made by the school or the school board about the school programs; and sign parents up for volunteering to support different school programs and events. In addition, the PTA/MAC meeting was also a forum that allowed parents to discuss issues related to the school curriculum, teaching and learning etc. During the PTA/MAC meeting, the school principal and other school officials in the meeting listened to parents' comments and suggestions for the DLI program as well as issues the school faced.

Alongside the PTA/MAC meetings, which allowed parents and community members to be involved in the school program, parents were involved in the school program in other ways such as volunteering. The school had some after-school activities arranged by the parents of the school. One parent mentioned in an interview that she and other five parents worked as afterschool volunteers who arranged afterschool activities for 24 students for a period of 45 minutes. Through this experience, she learned that being a teacher in the DLI program was not easy and it was very difficult for them to keep children busy even in a short period of 45 minutes. In a PTA/MAC meeting, I learned that parents and community members also served as volunteers in the school cafeteria during the lunch hours and even classroom volunteers during

the school hours. In addition, parents and community members also served as volunteers in the school or community activities such as the Lightup Festival, book fair, Christmas parade and multicultural gala. These volunteering activities not only brought parents and community closer to the school, but also shared the work burden and pressures of teachers and school staffs.

The PTA/MAC meetings could sign up parents and community members for doing various volunteering jobs in the DLI program. Besides, in the school district level, it had a volunteering office that helped to recruit volunteers for all schools (include the DLI program of the Southside Elementary School) in the school district. The volunteering department had a website that posts available volunteering positions in all of the schools of the school district. In this way, the school district and the DLI program of the Southside Elementary School could recruit more volunteers from the town where the school is located.

7.2 Challenges or Issues faced by the DLI Program Mentioned by Parents During the PTA/MAC Meetings

At the PTA/MAC meetings, I observed the following inter-connected issues or parents' concerns being discussed:

(1) The high rate of the students leaving the DLI program from kindergarten to grade 5 was a concern. The students who enrolled in the DLI classes were steadily declined grade by grade. From kindergarten to grade 4, the school could guarantee at least 2 DLI classes in each grade and the number of students in each DLI class was as high as 24. However, in grade 5, there was only one DLI class, with only 17 students in that DLI class. Many students did not complete the whole program from kindergarten to grade 5.

(2) The DLI program lacked appropriate benchmark or assessment standards to guide the teaching and learning of the school subjects which taught in Chinese language such as social studies and math. Many native English-speaking parents complained that the Chinese reading and instructional material used in the higher grades is very difficult for their children to understand. Their children also had to rely on after-school Chinese classes or home tutors to guide them to finish the homework assigned by the Chinese teachers in the DLI program that required students to write in Chinese language. Chinese

teachers in the DLI program had to use the same curriculum standards (such as essential standards on social studies, the Common Core standards on math and English language arts stipulated by the state) as the regular programs. However, many parents (especially English-speaking parents) found that their children's Chinese proficiency level and Chinese literacy skills was often not strong enough to allow their children to finish school homework and assignments in math and social studies subjects in the Chinese language on their own. In other words, parents (especially English-speaking parents) felt that the limitations of their children's Chinese language and literacy skills was insufficient for them to learn the content of their school subjects taught in the Chinese language. So, some parents (especially English-speaking parents) suggested to changing the benchmark of the DLI program by simplifying the assessment standards of the subjects taught in Chinese and reducing the difficulty of Chinese reading material and Chinese homework.

(3) Some parents were doubtful about whether the DLI program could help to close the achievement gap among students. They believed that the program was more helpful to a few high-achieving students who were more gifted in learning language and who could stay in the program from kindergarten all the way up to the grade 5.

(4) Parents, especially those children just enrolled in the DLI program were very upset about the possibilities of the school board dismantling the DLI program. The principal was quite insistent that the DLI program would be sustained for at least two more years to allow all students who were currently in the DLI program to finish grade 5.

7.3 Ways of Communication Between the School and Parents

Besides the PTA/MAC meeting and school activities that could bring parents and community closer to the school, the Southside Elementary school and its DLI program also had the following traditional ways to connect parents with teacher and school. The major communication mechanisms included both active and passive methods in both classrooms and the whole school. The active way in the classroom level was achieved by teachers sending information to parents through email and by phone. Some teachers in the DLI program had email newsletters sent to parents daily or weekly in order to tell parents the behavior of their children, the progress of their Chinese study, and any issues with their content area

learning. In addition, to inform parents about their children's study at school, and to know more about how parents support their children study at home, each semester teachers also invited parents to visit the classroom to have an individual face-to-face parent-teacher meeting. Through individual parent-teacher meeting, the teacher would also tell parents how to support their children studies at home such as how to help their children do the homework and assignments. Parents would also tell the teacher about their concerns about their children at school. On the school level, the school also had a school calendar bulletin on its website as well as Facebook and Twitter accounts informing parents about school activities each day. By viewing the school website or social media account of the school, parents could know about the school events such as the dates of PTA/MAC meetings, bingo game nights, book fair, and school holidays/delays, etc. This enabled parents to better know when and how they could be involved in the school and community activities. If parents sent an email to teachers or principal directly regarding school personnel are required to reply to the DLI program or their children's study, the school personnel were required to reply to parents immediately within 24 hours.

7.4 Summary of Chapter 7

In summary, the Southside Elementary School had the following ways to interact with parents: website, social media, phone call, face-to-face communication, PTA/MAC meeting, school activities and events. The Southside Elementary School included the following types of the family/community-school partnership model suggested by Epstein (1997, 2007), Glanz (2006) and Grant & Ray (2010):

(1) Parenting: Through email newsletters sent to parents on a daily or weekly basis as well as individual parent-teacher meetings, the teacher in the DLI program told parents how to help their children study at home, informed parents about their children's behavior at school, as well as informed parents what their children had learned in the week.

(2) Communicating: Two-ways school-to-home and home-to-school communication was achieved through PTA/MAC meetings and email. In the PTA/MAC meetings, parents and the principal discussed the curriculum issues faced by the DLI program, as well as the difficulties of students' Chinese and subject content learning. When parents emailed the principal or teachers in the DLI

program regarding the program or their children's study, school personnel would reply to parents' email within 24 hours.

(3) Volunteering: Parents and community members served as volunteers for the school activities such as the Multicultural Gala, book fair, after-school activities and games, as well as other volunteering opportunities such as classroom volunteering and lunchtime volunteering etc.

(4) Decision making: In the PTA/MAC meetings, parents and principal's comments and suggestions on the improvement of DLI program were sent to the school board in order to provide reference material for the school board to make decision on the DLI program. However, neither parent nor school principal had the power to make changes in the DLI program. Only the school board had that authority.

(5) Collaborating with the community: The school collaborated with the local community to have cultural activities and performances for the Multicultural Gala, Lightup Festival and other festivals in the community. The DLI program drew resources and opportunities from the Lightup Festival to encourage its students learn about Chinese culture. The DLI program also participated in other cultural activities such as the Christmas parade in the community to let its students experience the diverse cultures in the community.

(6) Form a community advisory committee: The principal united the PTA meeting and MAC (Mandarin Advisory Committee) meeting to let more Chinese parents who were in the MAC participate in the PTA meeting. Parents in the PTA/MAC meeting provided suggestions for the curriculum of the DLI program.

(7) Develop afterschool programs: Parents developed and implemented some afterschool programs for the students in the DLI program and regular program.

(8) Plan together: The school and its DLI program worked with the local community and the town to have cultural performances in the Lightup Festival and Christmas parade.

(9) Become part of a professional development school (PDS) initiative: The Southside Elementary School worked with the researchers in a nearby university to improve its afterschool program and to conduct program evaluation.

In these ways, the DLI program of the Southside Elementary School developed strong partnerships with parents and the community in supporting students' target language, culture and subject content learning as well as for the improvement of the curriculum of its DLI program.

Chapter 8:

Stakeholders' Perspectives on the DLI Program

Introduction

    This chapter introduces stakeholders' perspectives and opinions about the curriculum of the DLI program including its strengths, challenges and potential reform plans. The stakeholders mentioned in this chapter include the principal of the Southside Elementary School and five parents whose children were enrolled in the DLI program of the school. This chapter also explores how students in the DLI program learned Chinese language, literacy and culture at home.

    The purposes of the interview with the principal included knowing about (1) the historical background of the DLI program, (2) the benefits of the DLI program, (3) the benefits of promoting understanding of diverse cultures (including the Chinese culture) in their community and the world for the students in the DLI program and regular program, (4) the achievements of the DLI program, (5) the challenges faced by the DLI program, and (6) the principal's solutions to the challenges. Since the historical background of the DLI program was already mentioned in Chapter 4, in this chapter, I report other findings about my interview with the school principal.

    My primary purpose in conducting interviews with parents was to know their opinions about the curriculum of the DLI program that promote students' cultural understandings, Chinese language, culture and school subject content. In interviewing parents, I also heard their opinions about the instruction and teachers in the DLI program, which was quite unexpected. In addition, I also heard the Chinese parents' opinion about how the DLI program could enhance their children's Chinese cultural identity and self-esteem.

8.1 Principal's Perspectives on the DLI Program

I interviewed the principal of the Southside Elementary School and asked her about the DLI program as well as language and cultural learning in the program. First, the principal agreed that the Chinese-English DLI program mainly satisfies the needs of CHL learners and native English-speaking students. As mentioned by the principal:

> They (CHL learners) want to retain some of their Chinese heritage (language and culture) and also be instructed in Chinese literacy and characters... all of that is happening. They also get the benefits of learning English. Same for the English speakers, they are exposed to a different culture with a different language. And the research shows that this may lead to a deeper academic performance that initially comes with learning a different language. The long-term payoff is the higher order thinking skills and capacity in thinking at the higher level is increased greatly. So, I think those are the main benefits.

So, the principal believed that the benefits of the DLI program include helping CHL learners retain some of their heritage language and culture as well as exposing English speakers to a different culture and language. The principal also mentioned that learning a new language would promote students' higher order thinking skills and the DLI program would bring a new language to students, which should help their higher order thinking skills.

I also asked the principal about her opinions on the benefits of letting students in the DLI program and the whole school learn about diverse cultures of their community and the world. As the principal explained:

> Yes, I think global citizenship is important. I think all of our kids are exposed to a different culture, different customs, different ways of thinking and doing things, and they have a unique perspective that other students other buildings may not have because they are really part of global community here. So I think being aware of something more than us, together globally, we have so much to offer each other. I think it is very important.

The principal mentioned the significance of promoting global citizenship education through immersing all of the students (include students in the DLI program and the regular program of the school) into different cultures of their community. Immersing students into diverse cultures of their community is a good practice to promote global citizenship education in the school. As Oxley and Morris (2013) mention, the components of global citizenship education in the schools include the political, moral, economic, cultural, social, critical, environmental and spiritual perspectives. In this global citizenship education paradigm, the cultural perspective focuses on raising multicultural awareness as well as

globalization of arts, media, languages, sciences and technologies. By encouraging students to participate in different community and school cultural activities we develop students' multicultural awareness toward diverse cultures in the school and community. The Southside Elementary School is located in a famous university town that has residents and college students from more than 50 countries in the world. Though participating in the cultural activities of the town, students of the Southside Elementary School could see and communicate with people from different countries of the world, experience different cultural customs as well as witness how people from different countries think and do things. Those activities are believed to promote students' multicultural awareness. In fact, the establishment of the DLI program in the Southside Elementary School was already successful in promoting students' awareness of social and cultural diversity in the town and the world. The local English-speaking students in the DLI program were learning or experiencing a non-western language and culture through learning in the classroom and participating in the cultural activities and communicating with their Chinese teachers in the program. The CHL learners in the program developed English language and literacy skills and learned American culture in the US, which would definitely be helpful to their future life and career in the US and abroad, and they were able to retain some of their heritage language and culture and improve their ethnic cultural identity and self-esteem. Thus both types of students in the DLI program developed important language skills and cultural competence that may help them become more successful in the US and in the world. Students, teachers, the principal, parents and community members of different cultural backgrounds communicated with each other through PTA/MAC meetings and various cultural activities in the school and community.

The principal also mentioned the achievements that students in the school and in the DLI program had made especially in their Chinese language and literacy learning. Students won a state-level Chinese writing contest organized by the Confucius Institution as well as many other Chinese competitions. Students' excellent performance in the Chinese writing contest and many other competitions reflected well on the DLI program and their Chinese language and cultural education. This achievement was the result of the long-term joint efforts of teachers, principal, parents, school district and community that supported the program and students' Chinese language and cultural learning.

The principal mentioned two other challenges that the program. The first challenge the DLI program met was in 2012 when the school district considered ending the DLI program because the program did not match its original purpose: helping English Language Learners (ELLs) (mostly Chinese students) learn English. However, the school district realized the importance of learning a nonwestern language for the global competitiveness of its students as well as the demands of local Chinese residents, so it changed the assessment of the DLI program in 2014 to developing students' English and Chinese bilingual and biliteracy skills and expanding the size of the Chinese-English DLI program.

The second challenge mentioned by the school principal was whether the school should expand Chinese education from its Chinese-English DLI program to its regular program. The principal planned to establish Mandarin Chinese as the world language class, so that every student (both in the DLI program and the regular program) in the school would be able to learn the Chinese language arts and culture for about two hours per week. Currently the world language class in the Southside Elementary School is French. Many parents whose children were in the regular program wanted their children to learn Mandarin Chinese like the students in the DLI program. At the same time, due to the limitation of classroom instruction hours, students in the DLI program did not have time to specially learn Chinese language arts and culture in the higher grades. According to the "minimal threshold theory" in bilingual education, students' target language and literacy proficiency need to reach a certain minimal level so that their target language proficiency can support their cognitive development. Thus establishing a Mandarin Chinese world language class could guarantee fixed Chinese language and literacy learning hours every week. During the Chinese learning hours, students could learn Chinese language arts and literacy specially and further develop their Chinese language and literacy skills. That would also be helpful to the students in the DLI program who struggle to learn Mandarin Chinese and subject content by making their Chinese language and literacy skill exceed "the minimal threshold level" so as to benefit their cognitive development, promote their higher order thinking skills and promote their subject content learning. Another benefit of establishing a special Chinese language arts and culture class would be to provide students more opportunities in the classroom to learn Chinese culture in China, in the US and the world in order to expand students' cultural understanding.

Currently, due to the limitation of the Common Core State Standards and state level social studies standards, teachers do not have sufficient time and energy to teach students Chinese culture during the math and social studies class hours. Most importantly, the plan is feasible, because both the state where the school is located and American Council for the Teaching of Foreign Languages (ACTFL) have existing Chinese language and cultural assessment standards for K-12 schools (such as the state-level *World Language Standards* and *Standards for Foreign Language Learning in the 21ˢᵗ Century* by ACTFL). The teachers who would teach the new Chinese language arts and culture classes would just need to follow those existing standards to develop lesson plans and prepare the instructional materials and no other work would need to be done.

However, the downside of establishing Chinese as a world language at the Southside Elementary School is that it may conflict with the spirit of multiculturalism. Since Chinese was already an important component in the curriculum of the school, students may still need to learn other world languages such as French or Spanish in order to know more about different cultures of the world. It also cannot preclude the possibility that some parents want their children to learn French or Spanish rather than Mandarin Chinese. So, it may be better if the school could provide students more choices on learning the world languages. This issue remains unsolved at the time of this study.

8.2 Parents' Perceptions on the Benefits of Learning Chinese Language and Culture in the DLI Program.

Section 8.2.1: developing language and literacy skills vs. developing cultural identity and understandings. I interviewed five parents (two Chinese parents, tow American parents and one Filipina parent) whose children are currently enrolled in the DLI program of the Southside Elementary School. My first question was why they sent their children to this DLI program. For Chinese parents the answers were similar but with slight differences: to help their children develop identity and confidence of being Chinese Americans in the US and to learn the Chinese culture with more confidence. For example, Chinese parent A mentioned that:

> For us, it is mainly for identity and to help him develop confidence to be in an environment...that I guess. Because (in the) DLI program he can have Chinese friends and people and non-Chinese people who are in the program who are interested to learn about the culture in the language. So, I

think that's helpful for him to build his identity and develop confidence. Instead in a regular program he may feel that he had to fit into the mainstream culture.

Chinese Parent B sent her child to the DLI program was to let her child feel proud of his own unique language and culture among the diverse cultures in the US society. However, developing her child's Chinese language proficiency was not her primary purpose. As Chinese parent B mentioned:

我们最终选这个双语班的最重要原因还是一个文化多元性的问题因为我们自己是从中文背景长大的，他如果能讲中文当然是好的。但他以后的成长环境肯定是以美国为主。送他到那语言只是一个附加产品，并不是我们送过去最重要的目的。最重要的是不管怎样，在 Southside Town 中国人还是亚裔还是一个比较少数的族裔。他慢慢成长之后就会觉得我和旁边其他的小朋友不一样，我们吃的东西也不一样，我们做的东西也不一样。我们希望参加这个双语班，让他觉得这个不一样没什么不好，不一样使这个世界丰富多彩的一个很重要的原因，这是我们让他上双语班的很重要的原因。我们小孩的双语班同学的组成我觉得也是由很重要的一个原因。我们小孩的双语班同学的组成我觉得也是由很重要的一个原因。他们有华裔背景的家庭，甚至有很多美国当地的家庭，甚至欧洲家庭。他们在家里都不说英语的，在家可能说法语或意大利语，但是他们还是会送到这个双语小学来。我觉得最重要的原因是让他们意识到世界是一个很丰富的世界。有不同的文化背景和语言背景是让这个世界更有趣的部分，增加他的一个自豪感，这是我们让他读双语班的一个重要原因。(The most important reason why I sent my kid to this DLI program is for cultural diversity. Because we grew up in a Chinese environment, if my kid can speak Chinese, it is good. But my kid will grow up in the US, so for him, the Chinese language proficiency is just a plus, and not the primary reason to send him to the DLI program. In the Southside Town, Chinese are still a minority group. When my son grows up in the town he will feel that he is different from his peers, since we eat different food and make different things. The reason why I sent him to this DLI program is to make him feel that it is not bad to be different from his peers and diversity makes this world better. Another important reason is the students' constitution of my kid's class. My kid's class has students from Chinese-background families, local American families and even European families. They don't speak English at home, they speak French and Italian. They still sent their kids to this DLI class. So the most important reason to send my kid to this DLI class is to make him feel that the world is wonderful and rich in different cultures, different cultures and languages make this world interesting and wonderful. I want him to feel proud of the diverse cultures in this world, this is the most important reason that I sent him to this DLI class.)

For both Chinese parents, developing Chinese language proficiency was not their primary reason to send their children to the Chinese-English DLI program. Instead, developing cultural identity and enhancing their children's feeling of self-confidence in possessing a culture that is different from the mainstream US culture were the primary purposes.

Also, the reason the parent who was not Chinese but Filipina sent her child to the DLI program was to make her son feel proud of an Asian culture and heritage which she believed their family was connected to. As she mentioned in the interview:

The reason why we send our son to the program is because we are Asian and Spanish descendants, so we feel the program was culturally inclusive for our son and he would be able to be very

accepting and proud of the Asian culture and heritage even though we are not Chinese but we feel we are connected to it. So we thought it would be best for him, and we are also very proud of him to learn the Mandarin. I do think more importantly for us is the culture, the culture of the dual language and it's Chinese but also part of Asian. We are part of Asian, so that that's important for us for him to be proud to be Asian.

So, for these parents, their primary purpose was to encourage their children to learn the Chinese culture, develop Chinese or Asian cultural identity, to affirm their heritage culture, and/or develop an awareness toward diverse cultures in their community in order to enhance their children's self-esteem. The language proficiency of the Mandarin Chinese was not their priority for considering enrolling their kids to the DLI program.

However, for local American parents, their primary purpose of sending their children to DLI program was to encourage their children to learn another useful language in the world. They sent their children to the DLI program to let them learn another language so that they can be competitive in the world. As American parent A mentioned:

My wife and I love the opportunity to give our child another unique language. We live in such a different global world now, different from when I was a child. Education, even in the US is so competitive now.

Similarly, as American parent B mentioned:

We sent our daughter there to the dual language program because we want her to have a second language and the opportunity to do a dual language is very unique and not many school systems/district have that.

So, both American parents in the study believed that learning a second language is crucial for their kids' future especially in this globalized world.

American parent B even associated Chinese language learning with China's global role. As she mentioned:

I do think China in the coming decades is going to be become even more and more important globally so I think it is important that American kids are going to learn the essential skills to help them engage with China. In anything she wants to do, I guess not just China as she is going to China, but with Chinese here in the US or anywhere in the world. That's going to be really really critical skill for her. So I suppose that's going to be the benefit that I see as we live in this globalizing world and China plays a huge role in every aspect that I want her (my daughter) to be able to engage. Learning Chinese in the public school is very important. I think globally China is clearly a very big global player, so for students in the US to continue to be part of geopolitical scene, knowing Mandarin is going to be essential. So that being part of the public school because of that and it should be available to all.

So, American parent B believed that by requiring her child to learn Chinese language in the DLI program, her child could engage with China as a global power in the future as well as to be able to interact with Chinese people in the US by using the Mandarin Chinese.

Similarly, when I asked the question "What do you think about the importance of learning Chinese language and culture in the public school?" American parent A also had the same answer:

> I think the world we live in with the global preeminence of China, the opportunity, I think the start of the program was much about acculturating Chinese students to the American culture, but that was long time ago. For now the real importance is for American students to have great view about China's culture, language and influence in the world. I think that will only continue to be more important.

The opinion of American parents A and B echoes Ellis' theory (2008, p.336) that second or foreign language acquisition takes place in a social, cultural and political context. The rapid development of China's economy in recent years may have made some Americans feel that Chinese language is an important language that is worth learning for personal enrichment as well as for personal career and/or professional development in the future.

In summary, the Chinese parents and even an Asian parent who were interviewed for this study believed that the primary purpose to send their children to attend the DLI program of the Southside Elementary School was not to learn the Chinese language and develop Chinese literacy skills. Rather, their primary purpose was for their children to retain some of Chinese heritage culture, affirm their Chinese (or Asian) identity and enhance their self-confidence of being Chinese Americans in the multicultural society of the US. However, the local American parents who were interviewed had a different primary purpose for attending the DLI program (although some parents also interested in learning the Chinese culture and diverse cultures in the world). They wanted their children to learn an important foreign language and develop Chinese literacy skills in order to let them engage with China, Chinese people internationally, and the Chinese people in the US in the context of the globalization.

Through studying the curriculum of the DLI program as well as observing cultural activities organized by the school and the school community, I believe that this DLI program can satisfy those different needs of Chinese parents and local American parents. In the classroom, during the Chinese instruction hours, Chinese teachers used Chinese as the medium of instruction, the teacher and students in

the classroom orally communicated with each other using Chinese language. The Chinese teacher also prepared Chinese reading materials as instructional material for students to read. The teacher followed the balanced literacy approach as well as the whole language approach by arranging a lot of Chinese speaking, reading and writing activities in teaching the subject content of the social studies and math class. Thus students could develop Chinese listening, speaking, reading and writing skills especially in their subject content areas compared with students who, for example, only learned the Chinese language in the weekend Chinese language school. In teaching Chinese culture as well as developing students' awareness concerning the diverse culture of their community, the school organized in-school cultural activities like the Multicultural Gala, which encouraged students to demonstrate their ethnic cultures. The school also participated in the community cultural activity like the Lightup Festival by presenting performances such as Chinese songs, dances and Chinese dramas to the large audience who attended the festival. The students could learn some Chinese cultural knowledge related to their performance in this process such as Chinese history, literature, and arts. When the CHL learners viewed the large audience from a variety of cultural backgrounds, they may have felt their heritage language and culture was obtaining respect in their community, so that, at least temporarily, their self-esteem of being Chinese Americans would be enhanced. They may also have been able to develop an awareness of democratic participation and multiculturalism through participating in the community activities and celebrating their ethnic culture together with thousands of community members. So, the DLI program is beneficial for students not only in learning the Chinese language and literacy skills but also in promoting cultural understandings among students of different cultural backgrounds and enhancing the formation of CHL learners' ethnic cultural identity.

Regarding progress or success that American children and Chinese children had in learning Chinese in the DLI program, Chinese parents and American parents reported different results. The Chinese parents I interviewed reported that their children developed Chinese reading and writing skills (Chinese parent A and B), developed intrinsic motivation to learn the Chinese language (Chinese parent B) and improved their Chinese cultural identity and confidence of learning the language and culture (Chinese parent A). For example, one Chinese parent mentioned to me that learning Chinese reading and writing skills at the

DLI program is much more effective than at home, although it is still difficult to learn the Chinese

reading and writing skills in the DLI program. As Chinese parent B mentioned to me in the interview:

> 我们中文听说都没有问题，现在他在学习认字和写字，我觉得比在家里教肯定是要好很多
> 的，因为在家里教他会觉得是一个 extra 的东西，他可能会有一个抵触的情绪。但在学校里
> 他也会觉得挺难的... (My kid's Chinese listening and speaking do not have problem, now she is
> learning to read and write Chinese characters in the DLI program. I feel that it is much better for her
> to learn to read and write Chinese characters in the DLI program than at home because if she learns
> it at home, she will feel it is an extra job to do and so she will resist it. Although learning Chinese
> reading and writing at the DLI program can still be difficult...)

   Chinese parent B mentioned a very important advantage of learning Chinese in the DLI program-

improving students' intrinsic motivation to learn the language. She believed that the DLI program could

improve her child's intrinsic motivation to learn the Chinese language. I told her about the subtractive

bilingualism model and heritage language attrition that many Chinese children in the US have

experienced. (Many Chinese children can speak Chinese fluently at home for the first few years of the

schooling. However, after three or more years of the English learning experience in the public school,

their Chinese fluency declines dramatically and they become more and more resistant to speaking Chinese

at home and finally they forget nearly all of the Chinese language and become completely English

monolingual.) Chinese parent B mentioned to me that:

> 这就跟能体现出双语教学的重要性, 现在我们小孩出门到处跟我讲我既能用中文有能用英
> 文，他觉得这是一个很了不起的事情. (This implies the importance of the bilingual education of
> the DLI program. When we go outside my kid often proudly told me that she can speak both
> Chinese and English, and she felt it is a terrific thing.)

   Chinese parent B believed that her child in the DLI program not only learned Chinese reading and

writing skills in the DLI program, but also developed intrinsic motivation to learn the Chinese language.

 Chinese parent A believed that the DLI program had improved her son's Chinese cultural identity as well

as confidence of being a Chinese American. When I asked her why she believed that the curriculum of the

DLI program improved her son's cultural identity, Chinese parent A mentioned that:

> 因为你在这个环境当中你看到很多中国（华裔）小孩以及其他美国小孩他们跟你一样也是要
> 学习中文的，这样对于你的文化认同还有信心都是很有帮助的。这个不只是语言学习的问
> 题，因为你知道在美国长大的亚裔，我觉得语言当然能帮他们增强文化认同和信心，当然最
> 主要是心理上的问题。因为你去一般的小学你就觉得什么东西都要学他们的，你就会觉得你
> 为什么跟别人不一样。这就是一个大环境的问题，这个大环境会影响到你的心理。所以这不

一定从教材上会有什么直接关联，而是一个环境影响心理。(Because in the environment created by the DLI program, you can see many Chinese children and American children learning Chinese language together in the same classroom, it will improve their cultural identity and confidence of learning the Chinese language. This is not just the issue of the language learning, you know for the Asian growing up in the US, I do feel that learning Chinese language can improve their cultural identity and self-confidence. Of course, it is their psychological issues. If you go to a regular elementary school, you will feel everything is theirs, you will wonder why you are different from your peers. This is the issue of the macro environment of the regular school; this macro environment can influence your emotion. So in the DLI program, even if its curriculum and instructional materials have nothing to do with CHL leaners' heritage culture, the learning environment created by the program can still positively influence CHL learners' psychology).

So, Chinese Parent A believed that a major advantage of the DLI program of the Southside Elementary is the environment created by the program not its curriculum and instructional materials. Even if the curriculum and instructional materials have nothing to do with Chinese culture (which of course it does), in the environment where CHL learners and native English-speaking students sit in the same classroom to learn the Chinese language together, the CHL learners' motivation and confidence of learning their heritage language and culture as well as their heritage cultural identity will be improved. The hidden curriculum embodied in the DLI program may tell CHL students that their heritage language and culture has obtained certain respect from the mainstream society since their local American friends learned the same language and culture together with them.

The Filipina parent believed that her son had developed some conversational skills in using Chinese language in the real-life context such as using Chinese language to order food in a Chinese restaurant. As she mentioned:

He has been very excited and proud to know Mandarin. He has been able to eavesdrop conversation which is fun and tell us how well he knows it and he is able to do things like order in a (Chinese) restaurant and we go there on purpose to make him order (the food). We think he is going to pick it (the Chinese language) up as he can.

For American parents, they believed that the DLI program had improved their children's interests in learning the Chinese language as well as promoted development of their children's Chinese language and literacy skills. For example, when I asked the question "What success in your child's Chinese language learning have you witnessed?" American parent A answered:

The biggest success so far is how much she likes it. She just seems to love her Chinese half a day. Because she learned to read English at the same time, she is able to go straight from characters she

is learning to the speaking which you can only do when you are that young. She loves to repeat all of the numbers, she loves to show me and her mom the different pictures and words she is learning. And I think the biggest success is her general excitement of wanting to learn it.

American parent B answered:

I see she is learning to speak the language as she will come home and she will be singing the Chinese songs or counting in Chinese. She picked up really quickly, especially when she went to the kindergarten, all of sudden she is singing and talking in Chinese all the time. That's decreased a little bit in the last year. She is speaking Chinese less at home now, but nevertheless, I do see her speaking and writing in Chinese.

American parent A believed that his child had not only learned the skill of translating some Chinese words into English, but also developed a strong interest to learn the Chinese language. For American parent B, he believed that his daughter was able to sing the Chinese songs, repeat numbers in Chinese, talk a little Chinese and showed general excitement in learning Chinese. The American parents I interviewed focused on the actual Chinese language and literacy skills that the DLI program had brought to their children (such as singing Chinese songs, talking Chinese characters, counting numbers and reading and writing in Chinese). The American parents also felt very surprised about their children's great interest in learning the Chinese language. American parents also reported that their children showed interests in learning Chinese language and culture.

In summary, Chinese parents and American parents had different ideas about the benefits of the DLI program and perceived the benefits of the DLI program differently. For the Chinese parents in this study, they focused on the psychological benefits of the DLI program for their children - improving their cultural identity, self-esteem and the intrinsic motivation of learning the heritage language. For the American parents in this study, they focus on the real Chinese language and literacy skills that their children have developed in the DLI program as well as their children's great interests in learning the Chinese language and culture.

Section 8.2.2: parents' perceptions of promoting cultural understandings and language learning through cultural activities. Another important benefit of the DLI program is the perspectives on multiculturalism that it brought to students by requiring them to participate in a series of cultural events such as the Multicultural Gala and the Lightup Festival. I asked the question "What do you think about the benefits of those cultural activities in helping your kids know about the cultural diversity and also about the Chinese culture?" American parent B mentioned that:

> I think those of things are important, so they can see that they are learn Chinese for a reason and have an application. So we tried to expose our daughter to different cultural events like that. So Chinese is what she sees familiar as a culture and so she sees there is a benefit to learn Chinese because there is a whole culture out there.

> Similarly, Chinese parent A mentioned that:
> 让学生更能包容不同文化，其实双语班也是同样的意思。可以看到和自己有相同文化背景的人，也有看到其他美国人学习中文，虽然他们中文学得非常辛苦，但是语言学习是一个过程，这样可以看到别人学语言，可以去帮助他们。我觉得这样可以训练学生对不同语言和文化的包容性 <The cultural activities can encourage students to be tolerant to different cultures, as the entire DLI program has the same purpose. In the DLI program, CHL students will see their same ethnic peers as well as their local American peers study Chinese language together. Although the Chinese language is very difficult to learn especially for local American students, language learning needs a process. (In this process) they (CHL students) can help other people (American students) learn Chinese. I feel that it (the cultural activities as well as language learning in the DLI program) can cultivate students' tolerance toward different languages and cultures.>

> The Filipina parent also mentioned that:

> I think it is incredibly important, it cerebrates a non-western culture as been accepted and that's an important message to send my child and the community that we are part of the community, so it legitimize our presence and acceptance. And it is important for my child to see he is accepted by the community.

So, parents of all cultural backgrounds (two Chinese parents, two American parents, and one Filipina parent) in this study agreed that the cultural activities in the DLI program promoted their children's cultural understandings as well as the awareness of the diverse cultures in their children's community. American parent B focused on the benefits of the participating in the Lightup Festival as promoting her daughter's interests and motivation to learn the Chinese language. Chinese parent A focused on the benefits of participating in the cultural events for promoting students' tolerance of different languages and cultures in their community. The Filipina parent's answer was focused on symbolic meaning and

significance of the cultural activities themselves - the acceptance and legitimization of non-western ethnic cultures in their community. So, all parents in this study generally agreed about the benefits of participating in the cultural events for promoting students' understanding of diverse cultures (including Chinese culture) in their community. The Chinese parents and American parents in this study realized the effects of cultural activities (like the Lightup Festival and Multicultural Gala) for students' language and cultural learning and tolerance. By participating in the multi-cultural events, students will be more likely to learn and be tolerant of different languages and cultures.

8.3 Parents' Perceptions of the Curriculum of the DLI Program

The DLI program of the Southside Elementary School follows a 50%-50% DLI model, in which math and social studies subjects were taught in Mandarin Chinese and the rest of the school subjects were taught in English. So, students in the DLI program from kindergarten to grade 5 usually spent half of their school day using Mandarin Chinese, the other half day in using English. In the interview with the five parents, I found they had different opinions on the curriculum of the DLI program. Their opinions on the effectiveness of learning subject content and Chinese language and literacy in the DLI program were also different. Chinese parent A was skeptical about the effectiveness of teaching complex school subjects (such as math and social studies) in Chinese. As she mentioned to me:

> The Southside DLI program is supposed to be half day instruction in Chinese and half day English. However, there is a co-curriculum that they have to follow, so they have to split the subject matters, so math and social studies are taught in Chinese, and I am very skeptical about the effectiveness of teaching those difficult complicated subjects.

She mentioned to me that her son had experienced a little difficulty in reading math problems written in English since in the DLI program her son learned math in Mandarin Chinese. She believed that when an English text was given to her son describing a math problem, her son could not respond to it fast enough compared with students in the regular education program. As she mentioned to me:

> I found that, for example we sent him to a program called "Problem-solving." It's an academy that teaches math problem-solving and they also have language programs. So I sent him there for assessment and they told me that he was doing calculations of a problem very slowly. I think that's partly because in Southside he learned the math in Chinese. I think he struggling a little bit when he is reading a (math) problem in English about the (meanings) of all the terms (terminologies), and I think he is gets a little bit confused.

American Parent B complained more in the PTA/MAC meeting:

Chinese is really a hard language, you cannot hope the kids can do the language very well. Certain type of kids are successful, it does not matter if you are rich or poor or whether you get the support, I think a lot of kids are struggling in the Chinese section as they get into the older grades, and they not getting the scores from the teacher and I think the program is for the kids who are good at learning the language.

I interviewed American parent B in person after the PTA/MAC meeting. The American parent B mentioned that her daughter did not understand the Chinese instruction of her Chinese teacher and she believed that her daughter's Chinese teacher only taught Chinese students well since she believed that the teacher had very limited English skills and could not teach native English-speaking students. As American Parent B mentioned:

The challenges I see is that kids may not get sufficient support to be learning their content matter, so for example, they learn math in Chinese and one thing I see is that the kids don't understand instruction in Chinese, but they also don't understand instruction in English because her teacher this year has very limited English. She wasn't hired based on her English, she was hired because she was able to teach the Chinese kids, but what I see now is my child doesn't understand English or the Chinese and I am concerned that she is going to fail behind in the content subject matter.

The American parent B believed that native English-speaking students who usually do not have much ability to learn the Chinese language and do not have Chinese learning support at home are usually struggling the most in their Chinese language and literacy learning especially in the higher grades. It is difficult to know to what extent children's language learning ability can affect their language learning in this DLI program. Another possibility is that the native English-speaking parents were dissatisfied with the situation that their children did not perform well compared with CHL learners in Chinese literacy learning, and perhaps they even believed that the Chinese-English DLI program may give CHL learners more "advantages" than native English-speaking children and they were not happy about it. In any case, she criticized the DLI program.

It is difficult to know whether students who were struggling in the Chinese language learning in the DLI program was because they were simply not good at learning the language or there were issues with the DLI curriculum itself. The difficulty of the Chinese language as well as other sociocultural factors (such as family background and parents' attitudes toward the Chinese language and cultural learning) can influence on students' language learning and their success in the DLI program. One thing is certain: some students were struggling in the DLI program, especially in the higher grades. From kindergarten to grade

4, each grade has two DLI classes with about 20 students in each class. The number of students enrolled in the DLI program do decline dramatically in grades 4 and 5, especially in grade 5 which currently only has a total of 17 students in the class. So many students left the DLI program before they reached grade 5.

American parent B expressed similar ideas as Chinese parent A, but she was focused on teacher's qualifications in the program. Parent B complained that the teacher did not provide sufficient support for her daughter's subject content learning. American parent B complained of a serious problem her daughter encountered in the subject content learning. She found that her daughter's Chinese proficiency did not allow her to understand subject content taught in Chinese, and at the same time the English proficiency of the teacher was also not strong enough to make her daughter understand the subject content in English. So, she believed that her daughter was struggling in both language and subject content learning in the DLI program.

In addition, American parent B also believed that certain social studies content was not suitable to be taught in Chinese language. As American Parent B mentioned in the interview:

> She (my daughter) is learning social studies in Chinese. There are a lot of the aspects of social studies that are particularly American. So learning them in English could be important so that she becomes familiar with how we in English describe our government and our civil society. So, I think there is not enough support for the students, so right now it seems that only the kids who have a lot of the support at home have succeeded in the program.

American parent B believed that only the children who have a lot of support at home can stay and succeed in the program. Although American parent B did not explicitly mention which type of children in the DLI program can most likely get a lot of support at home in learning the language and subject content and succeed in the DLI program, I felt that the CHL students who have Chinese parents speaking Chinese at home are most likely to benefit from this DLI program since they can help their children do homework in Chinese. For the other parents (usually the English-speaking American parents), if they did not hire a Chinese tutor at home, attend Chinese afters-chool to help their children finish their Chinese homework, or the teacher did not provide sufficient support for language and subject content learning, their children would have considerable problems in learning the Chinese language, literacy and subject content. I believed that this is what Chinese parent B wanted to express.

When I asked American parent B what caused the students to leave in the DLI program especially in the higher grades, American parent B mentioned to me that aside from the factor of people leaving the town and changing homes, insufficient support for students' English and subject learning was a more important factor. American parent B mentioned

> One thing just causes this. A lot of people come to Chapel Hill, go to UNC, so they move when their parents graduate or return to China. But there is one thing I begin to hear more and more as well. What I heard is that students begin to struggle in those grades when the subject matter is getting more and more involved in math, English and science, all of it, and the support is not there to help them achieve and succeed in those subjects. They don't have the access to see specialists as the kids in the traditional track do. And parents begin to see the Mandarin program as an interference in their kids learning the subject content.

American parent B criticized the curriculum of the DLI program for she felt that her daughter did not get sufficient support for her subject matter and Mandarin Chinese learning in the DLI program. American parent B also believed that the lack of instruction in English as well as the lack of support in learning the school subjects such as math, English and science in the DLI program were also important factors that caused the students in the higher grades to leave. In addition, American parent B felt that social studies should be taught in English rather than Chinese since she felt that students should learn how to use English to describe civil society of the US as well as the US government.

However, not all of the parents interviewed agreed with American parent B and Chinese parent A's opinions on curriculum of the DLI program. Other parents interviewed in this study approved of the curriculum of the DLI program of the Southside Elementary School. For example, when I asked the question "Do you have any comments about the instruction and the curriculum? Such as textbooks, instructional materials and lesson plans of the DLI program?" the Filipina parent answered:

> I am very impressed about it. I know in Chapel Hill they are creating one from the scratch. So the extent and the depth that we see Ms.* go to be able to put all of these things into Mandarin that the students can understand is really amazing. And we are very impressed to see that.

When I followed up the question "What do you think about the curriculum and the instruction of the DLI program in improving your children's Chinese language skill?", the Filipina parent answered

> I think teacher's instruction and curriculum is outstanding. I think perhaps one thing that could be improved, which is not the fault of the teacher, is it seems that Mandarin is tougher to learn coming from English background, so it just takes more time, but I don't think that's the fault of the teacher and I think teacher' instruction is outstanding.

For English language learning in the DLI program, the Filipina parent also followed the English language curriculum and requirement of the DLI program by tutoring her son in learning English at home. She also did not worry about her son's English language learning at all. As she mentioned in the interview:

> We basically to make sure it happens and we give it the same, about 30 minutes to do the English language homework. So, there are two books he gets from school, we make sure he reads them and he has side work with practice, so we go through with him, so we are more involved because we know about English and we also read books outside the bed time and we just talk to him a lot. We make sure he is using English all the time (during English learning hours).

So, unlike American parent B, the Filipina parent thought highly of the teacher's instruction and curriculum of the DLI program and attributed the student's learning problem in the DLI program to the difficulty and complexity of the Chinese language itself and she did not blame on the Chinese teacher in the DLI program. Unlike Chinese parent A, the Filipina parent was also not worried about her son's English reading skill.

American parent A also approved of the curriculum and teacher's instruction in the DLI program. He suggested that teacher should be provided more resources, support and freedom. As American parent A mentioned in the interview:

> But it seems that they are very caring for these students and whatever they are doing is working. At least this program actually does seem - at least for the younger level students -to be working. Again, it comes to their personal intention to ease students. And hopefully I heard from other parents and teachers there are not enough resources, money, time, energy and leadership to be able to give whatever resource teachers believe they need. If the program is going to work, the teachers need to be encouraged and for the teacher to be encouraged they need to have all the resources. They need to be empowered and trusted. I think some of the attention I picked up is the pressure of testing and expectations. Some teachers especially have been teaching a long time. They may not feel the freedom to teach language and culture they may not have time and energy to do that.

American parent A believed that teachers in the DLI program should be encouraged and empowered since they shouldered too heavy pressure of testing and expectations as well as many parents' distrust. So, American parent A believed that teachers in the DLI program needed more trust from the people for their professional qualifications, for their hard work and achievements they have made. More resources are also needed to support their work. They also need more freedom to teach language and culture. American parent A was sympathetic to the plight of teachers in the DLI program. However, due to the limitation of

resources, money, time, energy and leadership, the teachers in the DLI program usually did not have extra time, energy and resources to support their language and cultural instruction. So, American parent A was actually very satisfied with teachers' performance in the DLI program and sympathetic toward teachers in the DLI program.

American parent A further explained his satisfaction with the teacher and the curriculum of the DLI program by telling me that his daughter was very excited about the DLI class and his daughter seemed to learn quite a lot in the program. So, American parent A was very satisfied with the education result of the DLI program and his daughter's achievement in the DLI program.

Similarly, Chinese parent B also felt satisfied with the curriculum, teachers and the instructional materials used in the DLI program. When I asked the interview question "What do you think about the curriculum and instructional materials used in the DLI class?" Chinese parent B responded:

> 我觉得挺好的，因为他们现在好像没有像一下子拿一个什么教科书，一个字一个字的认。他们好像是结合（当前的生活当中主要内容）比如现在是秋天了，他就教一下颜色，然后教一下树叶的形状，然后了学了之后马上可以用上，我觉得这样挺好的。<I feel it (the instructional materials) is very good, they (the DLI classes) seem not use textbooks, they (the teachers in the DLI program) just associated students' experience in their daily life. For example, now is the fall season, the teacher in the DLI program will teach the vocabularies related to the color of the fall and the shape of the fall foliage. So, students can quickly apply what they just learned in the DLI program, so I feel the curriculum of the DLI program is very good.>

So, the Chinese parent B praised Chinese teachers in the DLI program for being able to create instructional materials and resources from students' daily life and that this makes the Chinese class relevant to students' daily life and experience. She also agreed that letting students be taught by teachers of different cultural backgrounds (both Chinese teacher and American teacher teaching in the DLI program) was beneficial to students. As she mentioned:

> 我觉得我碰到的老师还是挺有意思的，因为我家小朋友回家会讲中文老师怎样英文老师怎样。他教课的时候还是会有自己的一些文化教学习惯在里面，我觉得这 不见得是一个坏事情，是一个挺有意思的一个事情。对我来讲还是一个多元化的意义，因为我们进来的时候是因为一个文化多样性，但同时你能看到的是，像 Southside 来讲有 traditional track 和 dual language track 那么他们两个不可避免的，小孩之间，老师之间会有文化碰撞的机会，有这个机会和文化 exposure 之后会对你以后碰到新的人你不会觉得这个人 different,而会说 this is a new person, 他有什么样的 different characters, 不仅对于双语班的学生还对 traditional track students 是他们变得 open-minded. 去改变他们的 mindset. <I feel the teachers in met in the DLI program were interesting. When my kid went home, she often commented on her Chinese and American teachers in the DLI program. Because when a teacher was teaching, he or she also brought

some cultural habits to the class. So, I feel that it is not a bad thing to let students be taught by teachers of different cultural backgrounds, it is an interesting thing. For me, the DLI program also has a meaning of multiculturalism. Students and teachers from traditional track and DLI track of the Southside Elementary School will have a lot of inevitable chances of having "cultural clash" and communications. So, this DLI program will open people's mind and change people's mindset on how they perceive people from different cultures. Every time when they meet a new person, they will not say how different the person is and not accept the person, but focus on the different character that the person has. So, because of this DLI program, people of the community will become open-minded toward different cultures of the community and the world.>

Chinese parent B had realized the importance of the DLI program for promoting multiculturalism in the Southside Elementary School, in its school system and the community of the town. Chinese parent B also believed that the curriculum of the DLI program allows students of different cultural background to have frequent communications and interactions, so that students in the DLI program will be open-minded toward different cultures in their community and the world.

In summary, parents had different opinions on the curriculum of the DLI program. Chinese parent A and American parent B were skeptical about the effectiveness of using Chinese as the medium of instruction in teaching math and social studies. American parent B was dissatisfied with her daughter's situation in the DLI classroom by complaining that the Chinese teacher in the DLI program did not provide sufficient support for her daughter's subject content and Chinese language learning. There is no way to prove whether what American parent B said was true or not, since I did not get permission to interview teachers in the DLI program. I also did not know whether the problem that American parent B stated was prevalent in other DLI classes of the Southside Elementary School or just an individual problem. If what American B said was true, perhaps, the American parent B should contact the teacher of her daughter immediately. Most importantly, effective two-way communication between teachers and parents should be established to make sure teachers in the DLI program hear parent's concerns about their child's study, as well as to make sure parents know about teacher's teaching include teaching methods and the purpose of the instructional activities. Chinese parent A was worried about her son's English learning in the DLI program as well as the subject content learning. On one hand, Chinese parent A was proud of her son who could speak very fluent Mandarin like the kids from China, on the other hand, she was worried about her son's English reading skills, for she believed her son had some difficulties in reading math problems written in English. She believed the DLI program only used Mandarin Chinese as

medium of instruction to teach math and social studies, which made her son unfamiliar with the English text that used to describe the math problems.

Other parents interviewed generally approved and praised the curriculum of the DLI program. American parent A mentioned that the curriculum of the DLI program was working at least in the lower grades. He also called on other parents in the DLI program to trust teachers in the DLI program and not to put too much pressure on their work. Chinese parent B praised the teacher's instruction and instructional materials used in the DLI program, she gave good comments on the teacher in her child's class for using teaching materials from students' daily life and associating students' daily life experience with the classroom teaching. She also praised the environment created by the DLI program for promoting language and cultural learning, cross-cultural communication and cultural understanding. The Filipina parent also had a good impression of the curriculum of the DLI program; she believed that teacher's instruction in the DLI program was outstanding for creating a good curriculum from the scratch, and she did not believe that it was teacher's fault for not teaching Chinese language and school subjects well. Instead, she believed that the difficulty and complexity of the Mandarin Chinese itself had caused some issues in the DLI program. She also believed that the English learning of the DLI program was good, or at least, she did not worry about her child's English language learning.

8.4 Parents' Perceptions on the Reform of the DLI Program

One of most critical problems that the DLI program of the Southside Elementary School currently faces is the high rate of students leaving the program in the 4th and 5th grades. Parents in this study discussed the potential causes and solutions of this problem with me. As Chinese parent A mentioned:

> I feel that the instructional materials in the DLI program are not suitable for the age of students for their language learning. The (Chinese) language used in the subject of math and social studies is too hard and deep for students to understand. The vocabularies are too complex for students to understand, so students do not have much interest to learn the content. Because teachers have to follow the Common Core standards, they cannot freely choose interesting language learning materials on their own. Children in the DLI program are too young, they cannot understand the meaning of some vocabularies even when they are written in English.
> Similarly, American parent B had the similar opinion. She believed that her daughter could not

understand the math and social studies subject content which was taught in Mandarin Chinese. So, she

preferred to dismantle the 50%-50% model of DLI instruction by only requiring two hours of the Chinese

language and cultural learning every day. As American parent B mentioned:

> For me I would be very happy if my daughter was learning Chinese for 2 hours a day. It doesn't have to be half day, just that consistent exposure so even if she is learned social studies, English and science all in English and then has a Chinese class. I think that would be great too.

American parent B believed that her child did not learn the subject content in Mandarin Chinese very

well and did not get sufficient support from her Chinese teacher in the DLI program to help her child

learn Mandarin and subject contents. Without sufficient teacher's support of her daughter's subject

content and Mandarin Chinese learning, in order to encourage her daughter learn the subject content in a

better way, she believed that just two hours of Chinese instruction as well as English language instruction

on the subject content of math and social studies would be the most feasible solution for the situation of

her daughter.

Chinese parent A also believed that just one hour of the Chinese language and cultural learning per

day is the most effective way to conduct this DLI program. However, her reasons to dramatically reduce

the Chinese instruction hours of the DLI program were significantly different from American parent B.

Chinese parent A had imposed a very strict "Chinese-only policy" at home by requiring her son to only

speak Chinese at home. Her son already spoke Chinese very frequently and was bilingual. However, the

major problem was that her son had some difficulties in reading and understanding math problems written

in English. So, what Chinese parent A needed urgently was to develop effective English reading skills to

allow her son to understand math terminologies and respond quickly to the math problems written in

English. Repeating what Chinese parent A mentioned said above:

> I think for my son, I think he is completely fluent in Mandarin, so we speak 100% Mandarin at home and it is strictly enforced, so he is fully bilingual. I found that, for example we sent him to a program called "Problem-solving." It's an academy that teaches math problem-solving and they also have language programs. So I sent him there for assessment and they told me that he was doing calculations of a problem very slowly. I think that's partly because in Southside he learned the math in Chinese. I think he struggling a little bit when he is reading a (math) problem in English about the (meanings) of all the terms (terminologies), and I think he is gets a little bit confused.

Other dialogues between Chinese parent A and me indicated Chinese parent A's preference for the

model of the DLI program based on her son's situation:

Table 8.4.1

A Dialogue Between Chinese Parent A and the Researcher

Researcher:	Compared with the weekend Chinese school and community-based Chinese heritage language school, what are the benefits of the DLI program?
Chinese parent A:	It depends on how the program is structured designed. I think there a lot of different programs in the country. I don't know if you are aware or not I can send you the list I found on the internet. There is a long list of the DLI programs. I think they all have different designs, different funding. For example, I think one of the program I ran into (heard about), they actually have one hour Chinese class every day.
Researcher:	Just one hour?
Chinese parent A:	Yes, which from language learning perspective, it is effective. I think it is may be a better format than the Southside DLI program. In the Southside DLI program it is supposed to be half day instruction in Chinese and half day English. However, there is a co-curriculum that they have to follow, so they have to split the subject matters, so math and social studies are taught in Chinese which I am very skeptical about the effectiveness of teaching those difficult complicated subjects.

So, Chinese parent A and American parent B were the most extreme advocates for using Chinese language and cultural classes to replace the original Chinese-English DLI program. They doubted the effectiveness of using Mandarin Chinese to teach the school subjects such as math and social studies especially for the children in the higher grades.

The suggestions of other parents were focused on improving the Chinese language and cultural instruction in the DLI program. For example, American parent A believed that the most effective way to teach Chinese culture was going to China or to the places where there are Chinese people concentrated such as Chinatown and even Chinese restaurants:

I think the best way for the family to have the opportunity (to know about Chinese culture) is to travel in China. The best exposure would be allowing the children to actually go there, I don't think there is any substitute for actually being in China, even it is for 2 weeks, that would be my life (experience), learning the culture really beside the sounds, watching people. I think that really makes the appreciation. My experience is to travel to different countries around the world, that would be the best solution possible. What they (students) really need is some scholarship and funding because I heard from the older kids that you learned a lot but in summer you forget a lot. It's not a year-round school. If they have funding for non-native Chinese speakers, the American students to be able to go to China for the summer and really have immersion experience with the language of the country so that they won't forget in the summer. Summer seems a long time to forget a language if it is not being spoken at home.

In addition, American parent A also believed that traveling to Chinatowns in the US or just dining in a Chinese restaurant would also be a practical and great way to know something about Chinese culture in

the US. He believed that the DLI program can create opportunities for students to travel to China to have real cultural exposure.

American parent A felt that the best way for children to learn Chinese language and culture is to travel to China on their own. During the travelling, students can watch and hear what people in China do and say. American students may develop some cultural understanding of the culture of China and Chinese people in this process. If students cannot go to China, even if students just go to Chinatown or Chinese restaurant, they can still develop some cultural understandings of overseas Chinese culture. So, American parent A's suggestions for improving Chinese cultural studies of the DLI program is focused on improving Chinese culture immersion experience in the real-world context. Students should be encouraged to go to China, Chinatown or Chinese restaurant to have authentic communications and contacts with Chinese people in China and around the world. In order to achieve this objective, the DLI program can organize students to have field trips.

I mentioned to American parent A that some private schools in California also have Chinese-English DLI programs and they organized students to have field trips and summer camps to China. However, that was in private schools that usually have relatively affluent funding. In the public school like the Southside Elementary School, funding is limited and it may not be possible to arrange such a cultural learning immersion experience.

 Chinese parent B's suggestions were focused on adding more Chinese cultural learning content in the existing school courses. As Chinese parent B mentioned to me during the interview:

> 我觉得可以多一些文化的课，比如中国文化的课程，但高年级可能会设置。因为我有朋友他们的小孩在，即使不是在双语班，在高年级它也会教一些中国文化的圣人像老子，孔子都回来进行一个介绍。我觉得我们小孩还比较小还没开始。但我觉得是不是有一些。他们现在也有一些，像我们上次中秋节，他也有围绕中秋节做的一些活动。但我们小孩可能小一点，（文化内容）比较生活化一点，到了高年级的确可以再增加一点文化内容。<I feel the DLI program can add more cultural classes such as courses introducing culture in China. At least the DLI classes in the higher grades can do so. I heard from some of my friends whose children are in the higher grades of the regular school program, they had classes which taught students something about sages and philosophers in ancient China such as Confucius and Laozi. I feel that even if students in the DLI program are young, the DLI program can still introduce them something about such Chinese culture. They may have some Chinese cultural activities like Mid-Autumn day celebration, but I do feel that was too simple for the higher-grade students. In the higher grades, they may need to add more deep content on the Chinese cultural study.>

Chinese parent B believed that at least in the higher grades the teachers in the DLI program can introduce more difficult Chinese cultural content (cultural prospective) such as the philosophy of ancient Chinese sages. However, one problem is that the DLI program of the Southside Elementary School must follow the Common Core state standards as well as Social Studies state standards, and the Chinese culture is not included in their standards. So, I asked the Chinese parent B how to handle this. The Chinese parent replied to me that:

> 我觉得你不要把他设的很高大上，你把他设成很小的一个点。我就觉得我们读书的时候讲哪个老师教的好并不是那个老师 cover 的 content 多，而是他能激发你的一个火花。<I feel the cultural studies do not have to be big and comprehensive study projects, you can integrate those disparate and separate contents into students' daily study by focusing on small knowledge points. I felt that when I was a student, in my mind my favorite teachers were not those who can cover more content in one class, but those who could spark my mind.>

So, Chinese parent B believed that even if the Common Core standards may limit the range of what a teacher can teach in his or her class, a teacher can add some additional Chinese cultural content into the curriculum.

The Filipina parent in this study believed that the DLI program could use more external resources to help students learn Chinese language and culture. She mentioned that there were a lot of external Chinese learning resources available for K-12 school. However, the teachers in the DLI program did not use them at all. As she mentioned in the interview:

> I think possibly what could be helpful is the use of more support for the teacher and it seems that they are doing a lot of things by themselves and there are a lot of resources out there are available to help them that for some reasons the school system does not using. Like there is an organization called "Participate" that has a lot of DLI programming and provide a lot resources that put Mandarin into the Common Core Standards that we don't use. There is also a Confucius Institute in NC State that support K-12 Chinese language learning. We also don't use that. I think the teachers can use a lot of support to do that. We also think students can benefits from time doing Mandarin by starting Mandarin in Pre-K so that children can be more aware of how to speak it or have after-school programs that are accessible to everybody, so there is more Mandarin time outside the school day. I think that could be more helpful.

Perhaps the teachers in the DLI program felt that such external resources did not follow the requirement of the Common Core standards or perhaps teachers felt that such external resources were not

relevant to students' daily life in their community. Without permission to interview the teachers, there is no way for the me to know the reason.

Another important topic that parents mentioned in the interview was teachers support. Chinese teachers in the DLI program faced enormous pressure and challenges that required them to teach to the test, follow the Common Core standards and teach Chinese language and culture simultaneously. American parent A mentioned that point especially in the interview:

> Yes, it seems right now and I could be wrong, this program is supported by the school system in certain ways, but just listen to other parents in different meetings, it seems that it needs some unique and specific leadership whose primary concern is to give the leadership besides just teachers surviving but also the thriving of the program. I think without a full-time person whose chief concern is wanting to see it thrive and is able to coordinate the financial, time and energy and other resources the program could be at risk potentially.

American parent A was concerned about Chinese teacher's thriving in the DLI program. He suggested appointing a full-time person to provide instructional resources and all other support for Chinese teachers in the DLI program. By doing so, the teachers' burden would be lessened since they would not need to find or create all of the instructional resources on their own, and they could focus more on classroom teaching and have more time to help each individual student succeed in the DLI program.

Although parents in this study put forward very important and valuable suggestions to improve the DLI program, it is very important to note that parents' suggestions were based on their children and family's situation. Parents' understanding of the curriculum as well as their suggestions to improve the curriculum were inevitably partial. A fuller examination with a fuller sample of parents is needed to better understand the full range of perspectives.

8.5 How Children in the DLI Program Learned Chinese Language at Home

Most parents in this study did not invest extra resources and energy at home to help their children learn Chinese at home besides facilitating finishing Chinese homework assigned by the DLI program. The only exception was Chinese parent A, who imposed a strict Chinese-only policy at home which required that their son speak only Chinese at home except during the English learning hours. As mentioned by Chinese parent A:

We don't have so much time to teach him to read and write (at home), but one thing I do on top of speaking Mandarin at home and also the school curriculum (requires) is that I also teach him 唐诗 (Poems written in Tang Dynasty of China 618-907AD). One poem a week, we are doing that while we are in the commute time, so every day when he gets into the car in the morning, I would ask him to recite the poem of the week 3 times.

The Chinese parent A required her children not only to recite Chinese poems, but also required her children to write down each character of the poem correctly. She also mentioned to me that the major reason that caused the attrition of many CHL learners' heritage language was the laziness of their parents who did not strictly enforce a Chinese-only policy at home. As Chinese parent A mentioned to me:

I think it depends on the parents. I think a lot of time I have to say because you are lazy. Seriously they are lazy, because they themselves speak in half English half Chinese at home with their kids. And the kids think it is OK to speak half Chinese and half English and gradually, it will be 100% English and the kids will talk to them in English as well and the parents will talk to children in Chinese and it is all because the parents are lazy. You can tell the differences. My son's friends and teachers all agree that his Mandarin is the most fluent like (Chinese) native speaker compared with his other Chinese friends

She was also very certain about what she said. She also strongly believed that the Chinese-only policy should be enforced without lapse. As she further mentioned to the me:

No lapse should be allowed, if a lapse happens, there is no way back. I have seen numerous examples of this. It requires parents to enforce Chinese speaking environment at home. Many people praised my son who can speak Mandarin very well and they were very surprised about it. I told them that I created a Chinese-only environment at home and when occasionally one or two English words blurted out from my son's month, I will stop him immediately. We should not allow my son to speak English at home from the beginning.

From my experience, for nearly all of the Chinese parents I met, it is extremely difficult for them to enforce a "Chinese-only policy" at home either because they actually believe learning English is far more important than learning Chinese and intentionally encourage their children to speak English at home or they themselves speak English to their children at home. Many CHL parents believe that sending their kids to the weekend CHL school is the only thing they can do to promote their children's Chinese language learning. So most Chinese parents just passively let heritage language attrition happen to their children and do nothing to prevent it.

American parents in this study who wanted their children to learn Chinese as a foreign or world language had no way to help their children learn Chinese at home except for supervising their children

finishing Chinese homework. American parent A mentioned to me that the best contribution he could do

was to develop his child's interests in learning the Chinese language. As American parent A mentioned:

> I think my biggest contribution, not really knowing the Chinese, is to show that I am interested in what she learned (at school). At home or in the car, some times I will pull out Chinese apps on my phone and we pronounced the words when we were on the way to school. And little things like that combine with just stopping whatever I am doing anytime she wants to show me some of her homework, I think it really encouraged her.

So, what American parent A could do to help his child learn the Chinese language at home was very

limited, he just occasionally had his children practice Chinese speaking by using an app on his mobile

phone and checked his child's Chinese homework. Since he himself did not understand Chinese language,

there was almost no way for him to know how well his child had done the homework. Lucky, his wife

could speak (but not read or write) Chinese, so at least, she could teach his daughter some Chinese. As the

dialogue between American parent A and me indicates:

Table 8.5.1

A Dialogue Between American Parent A and the Researcher

Researcher:	So, usually your wife helped her learned the Chinese at home?
American parent A:	She (my wife) only speaks and listens, but my wife doesn't know how to write the characters either. But my wife is certainly more directly involved. It's a big benefit that my wife can speak and listen the Chinese language.
Researcher:	I guess American parents are struggling in their children's language learning because it does have such environment at home. I think you have a resource that your wife speaks Chinese, so she can teach your kid a little bit of Chinese language.
American parent A:	Yes, and because we have many friends that are students of the university from China. My daughter got exposed to Chinese children and speakers not only in school but also outside the school as well.

So, it was obvious that without his wife and Chinese friends' support, his daughter's Chinese

language learning would be much more difficult. However, this was exactly what American parent B

worried about. As American parent B mentioned:

> I haven't encountered any major problem in her learning the Chinese. But I can see, however I think that one of the things really difficult about having your kid in the Chinese DLI program if you don't have any Chinese at home, it is very difficult for me to learn Chinese at home. So a couple of things we did is that we sent her to the immersion camp in the summer and I have now just started asking her to teach me Chinese. So she gets homework every day, because I can't teach her of course--I don't have Chinese background--I asked her to teach me and that she get the reinforcement of what she is learning. But the teachers have recommended some resources.

As what kind of online learning materials and homework her daughter had received from the teacher, the American parent B mentioned that:

> Audiovisual material and it starts based on the Internet. So occasionally they will send her a video, or they may recommend her a website that has books in Chinese.

So, the Chinese homework assigned by the teacher of DLI class was mostly online Chinese learning materials that focus on improving students' Chinese listening and reading skills. The advantage of these online interactive learning materials is that the online Chinese homework needs very little or no parental intervention which is more suitable for native English-speaking American students whose parents cannot support their Chinese learning.

However, Chinese parent A, who believed her son had already developed very good Chinese listening and speaking skills in the Chinese-only family environment, wanted her son to learn more about how to handwrite Chinese characters correctly. The online Chinese learning materials that just focus on developing students' Chinese listening and reading skills did not satisfy her needs. As Chinese parent A mentioned to me:

> The other problem is that students in the DLI program do not have much opportunity to write Chinese by hand especially at home. In order to "take care of" American students (native English-speaking) students, all of the homework assigned by Chinese teacher was required to be on the computer. So students in the DLI program just click on the computer keyboard to finish their homework, and they don't have opportunities to write Chinese characters by pencil and paper at home. So I believe that teachers in the DLI program should provide students more opportunities at home to practice their Chinese writing. That's why I have to send my son to weekend Chinese school which will teach my son how to write Chinese characters. I often found my son writing the strokes of Chinese characters in the wrong order. So, I required my son to recite and write the Tang Poems. He is usually required to write down a line of a poem every day as well as new characters many times. By the end of every week, he should be able to write down a whole poem. So, I believe major problem of DLI program lies in the problem of its subjects as well as writing Chinese characters. All of the problems are related to its curriculum design. Although the DLI program has a lot of problem, I do feel something is better than nothing.

Clearly it was really difficult for teachers in the DLI program to satisfy the need of every parent whose children have different characteristics.

Some parents also encouraged their children to read English and Chinese books at home. As Chinese parent B mentioned:

他们中文作业和英文作业和在一起的，有可能今天的作业是中文作业，有可能今天的作业是英文作业。没有那么严格的分。我们实际上也没那么严格的分。我们也没逼着他一定要用中文或者是英文，但让他觉得用两种语言都非常舒服。像我们现在晚上读书的话，都是他自己选书。他自己有时会选英文书，有时会选中文书。<Their Chinese and English homework were often together. The teacher did not require students to only use Chinese or English to finish the homework. We also did not force my kid to finish homework in Chinese or in English. But I feel that my kid was very comfortable in using both Chinese and English (to finish homework). Besides homework, my kid also read books at home in the evening. He chose books on his own, sometimes he read Chinese books, sometimes he chose English books.>

So, Chinese parent B believed her child had no problem in using Chinese and English to finish the school homework and her child also selected and read Chinese and English books on his own in the evening. When her child was reading the books, Chinese parent B also provided necessary support and consultation.

To help her child learn Chinese language at home, the Filipina parent sent her kids to the Chinese after-school every weekday, because she did not have Chinese learning resources at home like most native English-speaking American families. As the Filipina parent mentioned to me:

I think during the day like a weekday, this is why after-school is important, he is in there for 2-3 hours, just Chinese learning so a lot of happens there. And then when he is at home we do every day like 30 minutes doing a little more about Chinese homework from school and he can do things like Quizlet, and so we designated time for him to do it but we don't do it with him because we don't know what he was doing.

I further asked if the Chinese after-school (Chinese language school) provided support for her child to finish homework assigned by the DLI program. The Filipina parent disagreed by telling me:

This one doesn't help them finish their Chinese homework (from the DLI program). It is actually Chinese literacy, there is a whole separate curriculum for him to learn how to read and write and songs. So it is just Chinese literacy outside the dual language homework. We sit with him to make sure he does it but we don't know if it is correct and we just send it in.

So, the Chinese after-school provided the child of the Filipina parent more resources for learning Chinese language and culture, which might be unavailable for in the DLI program of the Southside Elementary School.

In summary, most students in this study just finished their homework assigned by their teachers in the DLI program but they usually did not spend much extra time in further learning the Chinese language and culture beside finishing their Chinese homework. One Chinese parent in this study encouraged her kid to read Chinese books in the evening, another Chinese parent enforced a Chinese-only policy at home that

required her child to speak only Chinese at home. Two parents in this study sent their children to Chinese after-school or weekend Chinese school in order to enrich their Chinese language and culture learning or to improve Chinese writing skills. American parents without a Chinese learning environment at home showed general interests in what their children learned in the DLI program or asked their children to teach them what they had learned in the DLI program. So, the DLI program was the major resource for the kids in DLI program to learn Chinese language and culture.

8.6 A Summary of Chapter 8

This chapter reports the findings from interviews with the parents and principal. A major finding of the parental interviews is that parents had different opinions and expectations about the DLI program. Two parents in this study believed that the curriculum of the DLI program needed to have major changes because they believed that their children's Chinese language learning interfered their English language and subject content learning. The major changes proposed by two parents include reducing the Chinese instruction hours and increasing English instruction in the DLI program, especially in grades 4 and 5. However, other parents believed that the curriculum of the DLI program was satisfactory - at least it worked in the lower grades. To improve the DLI program, they believed that the DLI program just needed to add more Chinese culture components into its curriculum by introducing the thoughts and philosophy of ancient Chinese figures such as Confucius and Laozi.

Chinese parents and American parents in this study had different primary expectations of the program. For American parents, the primary reason to send their children to the Chinese-English DLI program was to have their children develop Chinese language and literacy skills and to increase their children's global competitiveness. For Chinese parents, through the DLI program, they expected their children to develop Chinese cultural identity, increase theit intrinsic motivation for learning and using their heritage language as well as to enhance the self-esteem in the context of the multicultural US society.

In addition, parents in this study also believed that the primary benefit of encouraging their children to attend the cultural activities such as Multicultural Gala and Lightup Festival is to let their children learn

to tolerant different cultures of the world. They perceived the benefits of the DLI program and its cultural activities from the perspective of cosmopolitanism.

Similarly, the principal also mentioned that an important purpose of the DLI program is to retain some of the heritage language and culture of the Chinese students. For the native English-speaking students, the principal believed that the DLI program exposes them into a non-western language and culture and it will benefit their long-term academic achievement and higher order thinking skills. The school principal also mentioned the importance of developing students' multicultural awareness in the DLI program and regular program as well as the global citizenship education.

Challenges were mentioned about the DLI program, such as whether the school should expand Chinese language education from DLI program to its regular English program. Most notably, the biggest challenge of the DLI program is to improve students' academic achievement and to reduce the achievement gap. The DLI program needs to work out a better way to improve subject content, language and culture learning for all of the students in the DLI program and not just for a few "high-performing" students.

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Chapter 9:

Conclusion and Suggestions

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Introduction

Based on analysis and the findings from the last chapter, Chapter 9 presents answers to the three research questions regarding how the DLI program of the Southside Elementary School developed students' cultural awareness, fostered the understandings of diverse cultures of students' community and taught Chinese language and culture with the partnership of parents and community. It also presents suggestions for the improvement of the program.

9.1 Conclusion

This section presents answers to the 3 research questions.

Section 9.1.1 answer to the research question---"how does the DLI program of Southside Elementary School supports the development of students' cultural understanding of diverse cultures of their community and the world, especially the Chinese culture?" To answer the research question "how does the DLI program of Southside Elementary School support the development of students' cultural understanding of diverse cultures of their community and the world, include the Chinese culture?" I first needed to use "the conceptual framework on developing cultural understandings" to explain what kinds of cultures that students in the DLI program were exposed to in their daily schooling experience and their cultural activities at school and their community. Generally speaking, in daily schooling experience, students were exposed to a wide range of cultural content from the following resource:

(1) decorations in the school building and inside the classroom,

(2) social studies classes and even math classes,

(3) the extracurricular activities students participated in, such as cultural festivals.

Those cultural content include:

(1) Cultures in school, students' community, the town and the state, and US, historically and

currently

In social studies classes, students learned the definitions and concepts of "culture" and "immigration" through classroom discussion and reading instructional materials. Students also learned about diverse cultures in their community, the school, the town and the state through classroom learning and extracurricular activities. For example, students learned the mission of the school and the diverse cultures that the school has in its student population through participating in the "Multicultural Gala" held in the school. Students learned historical, geographic and demographic information about their community, the town and the state they lived in, the lifestyle of the people of the town, major industries and the agricultural products of the state through classroom learning. In the social studies classroom, students also learned about the culture and history of early English colonies in the New World including the harsh life of early colonial settlers and a little about the life and customs of Native American tribes, even if this content was not full and concrete. Students spent more time in learning the 'civic culture' and political system of the US democracy in the social studies classes such as the democratic political system of the town and the US, the government of the town, state and the US, mayor, governor, and presidential elections. As an important part of multicultural education, students learned the push and pull factors that contribute to the international and domestic immigration to the US as well as some events that happened during the civil rights movement.

(2) Chinese language and cultures through Chinese language and communication

Students learned about the cultures in the Chinese language and communication such as the structures of Chinese characters and words, some Chinese sentence structures or ways of expression while participating in classroom discussion or communicating with teachers to express simple requirements like drinking water, going to the bathroom, or politely asking the teacher to repeat something again. The reading and writing activities in the social studies class helped students develop Chinese literacy skills. In math class, students learned the differences between Chinese counting units and English counting units.

(3) Chinese culture, literature and art learning

In the DLI classroom, students learned something about Chinese Tang Dynasty poems and Chinese Spring Festivals. To prepare for some cultural performance in the Lightup Festival, students learned a

small amount about ancient Chinese history, the stories of some famous ancient Chinese figures, Chinese folk stories, legends, and Chinese classic novels. Students also learned to sing some Chinese folks songs, dance to the Chinese popular music, and play a Chinese musical instrument. Through participating in Chinese cultural activities, students will be able to learn to appreciate some aspects of Chinese culture.

The DLI program of the Southside Elementary School promoted students' understanding of diverse cultures in their community, school and town through extracurricular activities like the Multicultural Gala and school fieldtrips. Through classroom learning, students learned more about the US history, focusing on the cultures of the early English colony and Native American tribes as well as the US democratic civic structure. Students also learned something about the population, geography and government of their town in the social studies class. Chinese language and literacy skills were mainly developed in the classroom through reading and writing activities in the social studies classes. Chinese culture elements (including Chinese history, famous ancient Chinese figures, Chinese classic novels and Chinese performing art) were mainly learned when students prepared their performance for the Lightup Festival in their community. Thus, the DLI program of the Southside Elementary School taught students Chinese literacy skills, while the community and school worked together in promoting students' Chinese culture and diverse cultures awareness.

This model of cultivating students' cultural understanding breaks the limitation of the school curriculum standards and resources by incorporating more learning resources and opportunities from students' parents and community. The learning resources from students' families and community enriched the cultural studies curriculum of the DLI program. The school and community cultural activities of the DLI program expanded the scope of students' social and cultural studies curriculum.

Diagram 9.1.1

Cultural studies curriculum of the DLI program of the Southside Elementary School

Social Studies Classes	Focusing on the US history early English colonist settlement as well as the basic information about the geography, population and government of the town that students live in, the civic engagement, and Chinese language and literacy
Cultural Activities	Promoting students' understanding towards diverse cultures and Chinese culture in students' community, school and the town
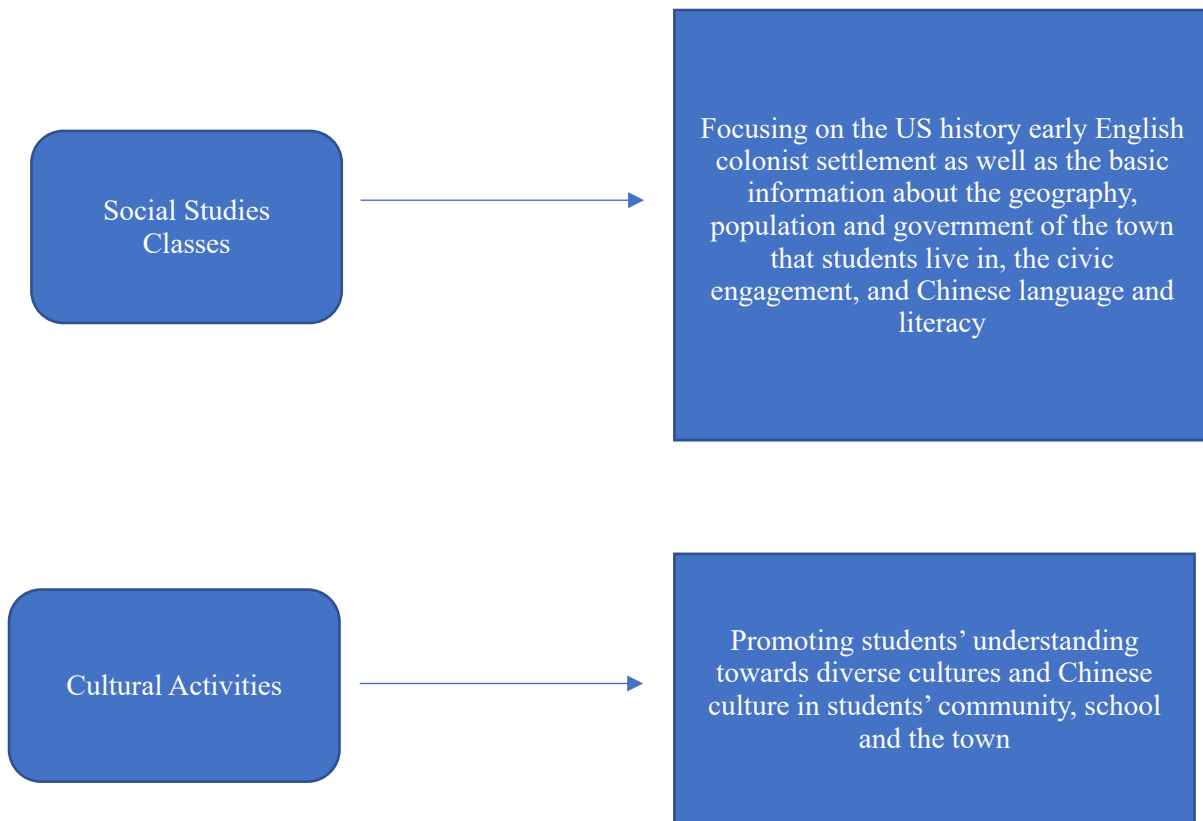
Section 9.1.2 answer to the research question 2--- "How are the Chinese language arts and literacy taught in the DLI program of the Southside Elementary School and what do they teach about culture in the process?" The second research question was "How are the Chinese language arts and literacy taught in the DLI program of the Southside Elementary School?" Through analysis of the teacher's lesson plans, I found that the teachers in the DLI program used the whole language and balanced approaches to integrate Chinese language and literacy learning with the social studies subject content learning. Each social studies class lesson plan integrated Chinese speaking, reading and writing activities. By participating in those literacy activities, students were expected not only to be able to learn subject contents (although with some difficulty), but also be able to develop Chinese literacy skills especially the academic Chinese language and literacy skills relevant to the social studies and math school subjects.

The cultural content that students were intended to learn in the social studies subject was related to the

early US history, the civic cultural practice such as democratic election, the US Constitution, the geographic and government information about the town that they live in. Besides, students were also supposed to learn the culture related to the Chinese language such as useful Chinese words and expressions for the classroom discussion.

Section 9.1.3 answer to the question 3---"How does the local community include the Chinese community support the Chinese-English DLI program?" The third research question was "How does the local community, including the Chinese community, support the Chinese-English DLI program?" The local community and parents strongly supported the Chinese-English DLI Program of the Southside Elementary School through participating in the PTA/MAC meetings and doing volunteer work in multiple school activities such as book fair, Multicultural Gala, Lightup Festival, and after-school students activities. The school (including its DLI program) developed strong partnerships with parents and the community including discussing with parents the ways of parenting, conducting two-way communication with parents, enrolling parents in volunteer activities, involving parents in decision making regarding the DLI program, collaborating with the community in the cultural activities, forming a community advisory committee to hear its suggestions on the issues of the DLI program, involving parents in developing after-school programs, and becoming part of a professional development school initiative by working with the researchers from a nearby university to conduct program evaluation and develop afterschool program. These partnerships promoted the continuous improvement of the DLI program and enhanced students' language, culture and subject content learning.

9.2 Discussion

In the social studies class of the Southside Elementary School, students learned something about the geography, history, population, economy of their community, town, the state and the US as well as the governments and the democratic civic structures such as election procedures and voting. Such cultural scope is limited and seems insufficient to develop students' understanding of diverse cultures of their community and the world. However, cultural activities at school and in students' community and the town significantly increased students' accessibility to diverse cultures of their community and the world.

Section 9.2.1: purposes of the cultural activities. The purposes of the cultural activities include:

(1) Promoting students' cultural understanding and multicultural awareness through cultural activities. The DLI program of the Southside Elementary School aimed at promoting students' cultural understanding and multicultural awareness in the globalized world. Through extracurricular activities such as Multicultural Gala and Lightup Festival, the DLI program trains its students to appreciate and tolerant different cultures in their community and the world and also promoted cross-cultural communication. Actually, in the DLI program, the cross-cultural communication happens every day since students and teachers are from different cultural backgrounds.

(2) Enhancing students' motivation and interest in learning the target language and culture through cultural activities. Those cultural activities also seemed to enhance students' motivation and interest in learning the target Chinese language and culture: in the cultural activities such as the Lightup Festival, students not only showcased and practiced the Chinese language arts skills and cultures they learned from the DLI program by presenting Chinese cultural and art performance, but they also shared a celebratory atmosphere with thousands of visitors. In this process, the CHL students may have felt that their heritage language and culture gained certain respect from the people of their community and the town, so the celebratory atmosphere in the cultural activities helped CHL learners affirm their Chinese cultural identity. The native English-speaking students who performed in the cultural festivals may have felt that their target language skills acquired in the DLI program have a good application in the community, so their motivation and interest in learning the language and culture would also increase.

(3) Encouraging students to learn a something about Chinese preforming arts, literature, history, and famous ancient Chinese persons. When students prepared for their performances in the Lightup Festival, they also learned a little bit about Chinese history and Chinese performing arts.

Section 9.2.2: the potential effects of the DLI program

Section 9.2.2.1: the DLI program created an environment that spread the culture of the target language. The decorations inside the school buildings and classroom of the DLI program supported students' cultural and language learning and promoted students' cultural understanding of the US democratic civic institutions such as democratic elections. Inside the DLI classroom, there was a Chinese language and cultural learning environment where one could find many posters telling students how to say simple Chinese sentences in order to orally express basic requirements to the teacher in the classroom such as going to the bathroom, drinking water or asking teachers to repeat something just mentioned. Some posters in the DLI classroom told students some interesting Chinese folk stories, the origins of some Chinese festivals and Chinese mythology. Some posters also aimed at telling students a few useful Chinese phrases or sentence structures that were frequently used in the classroom discussion on the school subjects. In addition, some posters inside the school building also told students and teachers about the school mission. So, the decorations inside the school building and DLI classroom created a general cultural learning environment that encouraged students in the DLI program to learn Chinese language and culture.

Section 9.2.2.2: the DLI program was a potential solution to the challenges of multicultural education. In the social studies class, students developed their American cultural identity. Students learned more about cultural content related to the American history, particularly during the early English colonial period, and knew about the life experience and the explorative and perseverant spirits of the early English settlers. They also learned stories about and great contributions of the founding fathers such as George Washington who built and defended the independence of the country, protected the American cultural values of freedom and democracy, and other renowned US presidents such as President Lincoln who abolished slavery, promoted progressive social changes, promoted the development of civil rights and preserved the unity of the US They learned to explore the geography, population, economy, and government of their own community, town, state and the US. Students knew how to vote and participate in the US democratic system. They also learned something about immigration and were taught that immigration is a common cultural experience for Americans. Such cultural knowledge helped students in the DLI program form American national cultural values and identity. These American national cultural values and identity helped CHL learners form a mixed or hybrid cultural identity that incorporates the best parts of the Chinese culture and American culture, which in turn should help them to reduce their identity ambivalence and increase their motivation to learn their heritage language as well as make them better participants in the US society. As He (2006) mentions, a CHL learner's heritage language development depends on the degree to which he or she is able to find continuity and coherence in multiple communicative and social worlds in time and space and to develop hybrid and situated identities. The CHL students in the DLI program learned both American and Chinese cultures through social studies classes and extra-curricular school-community cultural activities. This will be beneficial for them in developing hybrid and situated identities which in turn should increase their intrinsic motivation to learn their heritage language against the background of English language hegemony in the larger US society. This cultural hybridity should allow the diaspora community to be structurally integrated into the nation and develop a clarified national identity while preserving aspects of their home community cultures. This solves a challenge that many multicultural nation-states in the world face now, as mentioned by Banks (2017), the challenge of maintaining a delicate balance between a clarified national culture and cultures of

diaspora communities of the nation-states. This Chinese-English DLI program aims at teaching US national cultural values like freedom, democracy, multicultural awareness and the values of the US civil society to its students on one hand. On the other hand, it preserves CHL students' positive traditional cultural values like diligence, courage, patriotism, and righteousness which should improve their Chinese cultural identity. It will not only make Chinese students better integrated into the US civil society, but also help maintain their positive cultural values.

Section 9.2.2.3: the DLI program aims at increasing heritage language students' self-esteem. Chinese parents in this study believed the DLI program increased their CHL children's self-esteem and confidence of being Chinese-American. For many years, the CHL learners felt their ethnic Chinese language and culture were inferior since their ethnic language and culture had been intentionally marginalized in a white-to-black continuum of status and privilege in which whites are generally the dominant and privileged group and white American culture is the dominant culture, as Rosalind Chou (2012) asserts. In the Chinese-English DLI program of the Southside Elementary School, the CHL learners may feel their heritage language and culture had obtained a certain respect at least in the school, the community and the town where the school is located. This should not only increase their motivation for language learning, but also their self-esteem.

Section 9.2.2.4: the DLI program aims at promoting cultural pluralism, cultural understandings and cross-cultural communication at school and in the community. In the DLI program, students and teachers of different cultural backgrounds communicated and interacted with each other on a daily basis in the classroom and in the school building. The school and the DLI program were not isolated from the outside world. The school and the DLI program established various forms of partnerships with the parents and local community to support students' study as well as language and cultural learning. In this process, students learned about various cultures in the school community. Through school cultural activities like Multicultural Night/Gala, students learned about cultural diversity in the school. Through community cultural activities such as the Lightup Festival, the students in the DLI program joined with community members of the local town celebrating Chinese culture.

In addition, teachers in the DLI program promoted Chinese language and literacy learning in the

classroom. Some teachers encouraged students to learn Chinese poems, showing students the structures and pronunciation (Pinyin) of Chinese characters. However, the benefits of the DLI program is far more than simply learning a language. From parents and principal interviews, I found that the benefits of the DLI program include increasing CHL learners' cultural identity, self-esteem, and intrinsic motivation to learn Chinese language and culture. The benefits also include increasing native English-speaking students' interest to learn the Chinese language and culture. The DLI program is also believed to be able to increase students' higher order thinking skills and capacity. Through the DLI program students can also learn to tolerate different cultures in the world. The parents of the native English-speaking students believe that the program could bring their children a useful language skill so that their children can be more competitive globally and increase their children's interest in learning the Chinese language and culture.

The curriculum in the DLI program is world-mediated. It helped students develop a better relation with the world by teaching a non-western language and culture and it promoted plural cultures and languages in the school. It was intended to enhance mutual understandings between students of different cultures especially between CHL learners and native English-speaking students. The DLI program seemed to be a form of multicultural education that preserved and developed CHL students' heritage language and culture, promoted freedom, democracy, and equality in the school and promoted mutual respect among its students. The DLI program promoted cultural understanding and cross-cultural communication locally and enlarged students' horizons toward the world.

Finally, as mentioned in a Chinese painting-*海纳百川(be tolerant to the diversity)* in the principal's office, the school and the DLI promoted cultural pluralism. It seemed to be open-minded, which can be tolerant of differences and diverse cultures.

Section 9.2.2.5: parents believed that the DLI program may also increase their children's motivation for learning the target language and culture Chinese parents in this study mentioned to me that the DLI program had increased their children's motivation of learning and using the heritage

language and culture. The Chinese parents believed that it is because CHL students and American students learned and used the same language in the same classroom. So, this not only increased CHL learners' heritage language and cultural identity but also improve their confidence of learning their heritage language and culture. American parents believe that the DLI program had increased their children's interests of learning the Chinese language and culture.

The curriculum standards used by the DLI program (Common Core state standards and social studies state standards) do not have Chinese cultural elements. Yet in the learning environment created by the DLI program, the CHL students should develop a Chinese cultural identity. This is because CHL students and native English-speaking students sit together in the same classroom learning the same language. This is intended to make the CHL learners feel that their heritage language belongs in the formal K-12 school setting. It could also inspire their motivation for learning their heritage language and culture. The CHL students who just learn their heritage language in the weekend Chinese school or afterschool program may tend to feel that learning heritage language and culture is only extra work during the weekend (Lawton & Logio, 2009; Zhang, 2015), so they do not to take it seriously. Yet, in the Chinese-English DLI program, the CHL learners saw their American, native English-speaking friends learning the Chinese listening, speaking, reading and writing skills together with them every day. Their heritage language learning is institutionalized as daily school work, not an extra work as the case of the CHL students in the weekend Chinese school. So, compared with weekend Chinese school, the Chinese-English DLI program may be a better solution to improve CHL students' language and cultural identity as well as improving their motivation for learning Chinese language and literacy skills. The native English-speaking students who use the target language every day in the classroom to finish school work and to communicate with their Chinese teachers and peers may tend to feel that the target language they learned is useful and has different applications at school.

In the CHL school, the CHL students learned the prescribed instructional materials and textbook written by the authors from China, which may not be able to fully reflect the CHL learners' life experience in the US (Li, 2005; Pu, 2010) as well as promote learning of the US national cultures and development of the hybrid and situated cultural identity.

Compared with CHL learners who learned their heritage language and culture only in the weekend Chinese school, the education in the Chinese-English DLI program has an obvious advantage. Students are less likely to feel what they learn in the DLI program is not consistent with their life and experience in the US and contradicts their self-identity as Americans. It is because the DLI program uses the same K-12 public school curriculum as the students in the regular English program. The CHL learners in the DLI program should not feel what they learn in the DLI program is much different from what their friends in the regular English program learn, except for the language.

Although the DLI program cannot challenge the dominance of English language and culture in the larger society or challenge the symbolic power of English language and culture in the US, it promotes the teaching of a non-western language and culture. The micro environment (milieu) created by the DLI program tends to positively increase students' motivation and positive attitudes toward learning the target language. The DLI program also promotes cross-cultural communication, cultural understandings and multiculturalism among the school and community.

9.3 Suggestions

Section 9.3.1: the DLI program still needed improvements. When we focus on the benefits of the DLI program for promoting language and cultural learning, inclusion, cross-cultural communication, we should not ignore the challenges that it currently faces. Chinese parents and American native English-speaking parents have different views on the benefits of attending the DLI program for their children. American parents believe that the primary purpose to send their children to the DLI program is to learn a useful world language, while for the Chinese parents the primary purpose is helping their children affirm their Chinese cultural identity and improve their self-esteem. I believe that this difference not only reflects parents' different motivations to send their children to the program, but also indicates that to some extent this DLI program failed to fully satisfy the desires of the Chinese parents to have their children learn the Chinese language and literacy skills. Some parents still send their children to weekend Chinese language school to let them learn handwriting of the Chinese characters and to learn Mandarin Chinese systematically as a language arts class. Some Chinese parents (plus some American parents) may not

actually approve of the educational model of this DLI program (as Chart 9.3.1 indicates), which involves integrating Chinese language and literacy learning into the full curriculum of math and social studies classes. This model significantly increased students' study workload and as a result may not bring immediate benefits to their children's cognitive development and their children's subject content learning. As Hamayan et al. (2013) mentions, most studies generally support the benefits of the DLI program in promoting students' cognitive development while not interfering with their achievement in the academic subjects for both English language learners (ELLs) and native English-speaking students. However, these studies cannot explain why some native English-speaking students were struggling in the subject content learning and Mandarin Chinese learning in the DLI program of the Southside Elementary School or explain why so many students left the DLI program at grade 4 or 5. The DLI program may promote students' long-term neurocognitive development and long-term academic achievement, but in the short-term, students in the DLI program still need to overcome the language barriers such as recognizing, pronouncing and writing the complex Chinese terms required by students' social studies and math classes instructed in Chinese. Due to the complexity of the Chinese language system, insufficient teacher support and the paucity of Chinese learning resources at home, some students (especially some native English-speaking students) in the DLI program of the Southside Elementary School were struggling in both Mandarin Chinese and subject matter learning. The DLI program needs to find ways to improve the Chinese language learning and academic achievement for all of its students. To this end, some parents suggested using Chinese language and literacy classes to replace or reduce the original Chinese instruction in the math and social studies classes. Some parents also suggested reducing the Chinese instruction hours. Other parents' suggestions for the DLI program focused on improving Chinese language and cultural learning in the DLI program. Their suggestions were about adding more higher level Chinese cultural knowledge (such as learning about ancient Chinese philosophers and Chinese history) into the daily social studies and math classes, using more external Chinese learning resources in the classroom, or organizing field trips to the places that have large number of Chinese people such as Chinatown or even China during the summer holiday. However, due to the limitations of the school curriculum standards and school budget, these suggestions may not be accepted readily by the school
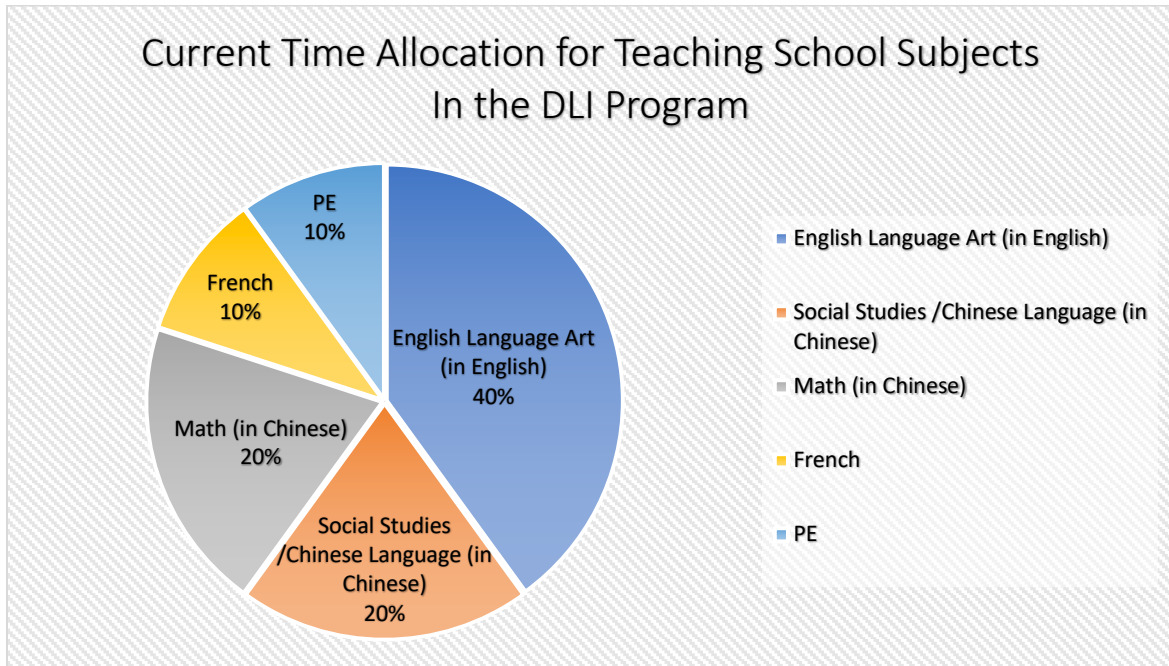
board.

Section 9.3.2: ways to improve the DLI program. Although the DLI program did a relatively good job in promoting students' cultural understanding of Chinese culture as well as the diverse cultures of the students' community and the world, the DLI program does need improvement. The DLI program needs to develop a special Chinese literacy learning curriculum standard. This standard must consider the difficulty of learning Chinese language and literacy for the native English-speaking students who do not have much family support on their Chinese language and literacy learning. This Chinese literacy learning curriculum standard also needs to consider the individual needs of Chinese parents who wanted their children to have more opportunities to handwrite the Chinese characters and words in the lower grades and the Chinese parents' desires of incorporating more Chinese cultural content into the social studies curriculum in the higher grades. The DLI program should also simplify the difficulties of the Chinese reading materials for each social studies class.

I found that there is a contradiction between subject content learning and Chinese literacy learning, since some parents in this study mentioned that the Chinese language used in the subject of math and social studies was too difficult for students to understand. From the perspective of language learning, the reading materials used in the math and social studies subject of the DLI program were too difficult for the beginning Chinese language and literacy learners. However, teachers in the DLI program may feel that the curriculum of school subjects required them to teach the "boring" and difficult Chinese vocabularies that may not suitable for the beginning Mandarin Chinese learners. Teachers in the DLI program may have used some special teaching methods that could help to mitigate the problems in Chinese vocabulary learning and Chinese reading. Those methods include using TPR (Total Physical Response) and picture dictionary to teach the meaning of the complex Chinese vocabularies and to promote students' understandings of Chinese reading paragraphs. From this study, I found that even if the teachers in the DLI program already used those teaching methods, some parents, especially American parents (such as American parent B) still complained that Chinese language and literacy learning as well as school subjects learning in the DLI program was not effective for their children. So, I believe that the problem may not originate from the teacher's teaching, but the curriculum and time allocation for learning school

subjects in the DLI program.

The current time allocation for the teaching of school subjects in the DLI program of the Southside Elementary School is shown in the following Chart 9.3.2.1:

Chart 9.3.2.1. Current Time Allocation for Teaching School Subjects in the DLI program

Current Time Allocation for Teaching School Subjects In the DLI Program

- English Language Art (in English) 40%
- Social Studies /Chinese Language (in Chinese) 20%
- Math (in Chinese) 20%
- French 10%
- PE 10%

Students in the DLI program of the Southside Elementary School currently spent approximately 6 hours per day to learn different school subjects. Since the DLI program followed a 50%-50% model with half of the school subjects being taught in Chinese and half taught in English. So, every day students in the DLI program should spend 2 hours to learn math and social studies in Chinese and 2 hours to learn English language art and literacy in English. From kindergarten to grade 5, this time allocation does not change too much. As the school board mentioned, the mission of the DLI program is to teach students the Common Core state standards, while Chinese language and culture is just an additional benefit. So, the school board believed that Chinese language and culture learning is not the most important component of the curriculum of the DLI program. As Chart 9.3.2.1 indicates, the DLI program currently did not have separate Chinese language, literacy and culture classes and the social studies and Chinese language were taught together in the same class. From teachers' lesson plans for the social studies classes, I found that the social studies classes were not very conducive for students' Chinese language and literacy learning

since they incorporated too much social studies subject content and too complex Chinese terms on the social studies subject for the beginning Chinese language learners to understand. The primary focus of the social studies class in the DLI program was not to develop students' Chinese language and literacy skills, but to teach the subject content that related to the Common Core state standards and social studies state essential standards. Thus, some parents in the program and I had some misunderstandings of the primary purpose on the Chinese-English DLI program of the Southside Elementary School. All of the American parents in the study believed that the primary reason for them to send their children to the DLI program was to learn Chinese language and/or culture. Conversely, all of the Chinese parents in this study stressed the milieu created by the DLI program that made their kids feel confident about speaking Mandarin Chinese at school and being Chinese-American in the US and enhancing their children's Chinese cultural identity. The DLI program did a relatively good job of promoting cultural understanding and teaching Chinese culture. However, the Chinese language and literacy learning still needs to improve.

First, students actually did not have sufficient opportunities to write Chinese in the social studies class in order to express their understandings of the subject content in written form. From the social studies lesson plans that I received, I found those lesson plans focused on subject knowledge input. Students are usually required to read several reading materials before doing a writing task by the end of the lesson plan. Due to the difficulties of the vocabularies and sentences of the Chinese reading materials, students usually spent most of their instructional time in learning and memorizing the Chinese vocabularies, sentences and social studies subject content, with insufficient time and activities for them to write about what they learned in the social studies class in the target Chinese language. For example, among the lesson plans that I analyzed, in each lesson plan there was just 1-2 writing activities arranged that allow students to write sentences or compositions in the target language. I guessed that the teacher may have felt that students in the DLI program would take many hours to finish a writing task, so the teachers would rather arrange more reading activities to cover more required knowledge points that align with the social studies curriculum. To solve this problem and encourage students to use Chinese to express their ideas in written form, possibly the teacher can arrange more written activities for students to write Chinese sentences to encourage students to express their ideas and understanding of their subject

content. Students may not be required to finish a complete composition, which may take a long time, but they could be encouraged to orally express their ideas and then write down those ideas with several brief sentences.

Second, teachers in the DLI program can create more interesting instructional materials that can reflect students' life experience and diverse cultures they have seen in their community, in town and the state they live in. By doing so, students may feel their Chinese reading and writing activities in the social studies are more interesting. It is also a requirement of culturally relevant pedagogy to use more instructional materials that are relevant to students' life and cultural experience while reducing students' feeling of school-family/community discontinuity. This actually fulfils the social studies standards of the school's state. As Table 5.1.1 indicates, the cultural studies content in the DLI program includes a wide range of cultural elements in students' life experience such as traditions, holidays, food, diverse groups in the state, music, and art that students may encounter in their daily lives. For the Chinese cultural learning, besides introducing Chinese culture in China, the teacher can focus more on the Chinese culture in the community, town and state as well as the history and life of Chinese immigrants in the students' community and develop a localized Chinese cultural studies curriculum.

A teacher in the Southside Elementary School complained to me that it was impossible to incorporate much Chinese cultural content into her math and social studies classes because the time for class was limited and also due to the limitations of students' Chinese literacy skills. However, I believe that the teachers in the DLI program should not blame the Common Core standards and the state social studies essential curriculum for not giving them much freedom to incorporate more interesting and culturally relevant Chinese instructional materials into their social studies class. With so many different and interesting cultural topics in the social studies curriculum standards that teacher can choose from, the teacher can create more interesting reading materials and learning tasks that can increase students' motivation to learn the subject content as well as promote their Chinese language and literacy learning.

So, if I were a teacher in the DLI program, I would introduce more about diverse festivals, foods and customs of people of different cultural backgrounds that students can see and encounter in their daily life and to encourage students to appreciate those cultures. I would guide students to find the cultural

perspectives or connotative meanings from those diverse cultural practices and products. I would also create reading texts about how the immigrants from all over the world change the structure of the US demography and how the immigrants contribute to cultural diversity and promote economic development for the state students live in and the US.

Third, providing more support for the students who are struggling in the DLI program is needed. Some students in the DLI program are struggling in both subject content and Mandarin Chinese and some parents even doubted the effectiveness of using Chinese Mandarin to teach the complex subjects such as math and social studies. More support should be provided to help those students finish their homework in Chinese and learn the subject content at home. More effective two-way communication between teacher and parents should be established. The teacher needs to contact parents whose children are struggling in the program directly by daily email or newsletter, telling parents what their children had learned in each class in detail. The email should also include suggestions and clear direction for how to do the Chinese homework as well as how American parents can help their children learn the subject content at home. If individual parents have questions about their children's study, the teacher should answer their questions and provide suggestions.

Fourth, reducing the percentage of the Chinese instruction in the math and social studies classes in the higher grades (grade 4 and 5) and using both Chinese and English to teach the social studies and math subjects. Some Chinese parents felt that their children need to improve their academic English literacy skills in math and social studies. At the same time, some American parents felt that Chinese language used in the higher-grade math and social studies subjects was very difficult for their children to understand, which they believed interfered with their children's subject studies. By allowing both Mandarin Chinese and English to be used in the instruction in those subjects in the higher grades, students could learn the Chinese and English academic language in math and social studies subjects simultaneously.

Fifth, some Chinese reading materials in the social studies classes are complex with many unknown and complex Chinese vocabularies and the reading paragraphs also carry too much information. Those Chinese reading materials challenged CHL learners, native English-speaking students, as well as students

from other cultural backgrounds. However, the native English-speaking students and other students from non-Chinese-speaking families may suffer more in the reading process since their exposure to the target Chinese language is more limited than the CHL learners who may often hear their parents speaking the Chinese language and they may also communicate with their parent in Chinese at home. In addition, the Chinese parents can also easily provide guidance for their children's Chinese learning. It is obvious that the native English-speaking students and students from non-Chinese-speaking families usually did not have such learning resources at home unless they attend Chinese after-school or hire a Chinese tutor at home. So, the CHL students in the classroom may have some advantages in reading those complex reading materials if they can read the Pinyin (the phonetic transcript of Chinese words) of the Chinese text.

To reduce the difficulties of native English-speaking students' language barrier, the Chinese teacher can provide Pinyin of the Chinese reading texts. And then the teacher can use the cooperative-learning approach by assigning CHL learners and native English-speaking students in the same reading group. In this way the CHL learners may assist native English-speaking students when they read the Chinese materials together. By doing so, the difficulties of text-reading in the social studies classes will be reduced and students will be able to understand the subject content from the Chinese reading texts more easily. In addition, when the CHL learners explaining the meaning of the Chinese text to their native-English speaking friends, they actually serve a teaching role, so their self-confidence in the classroom will be enhanced. This also changes the traditional power structure in the classroom by allowing students to be teachers too. Another advantage of this method is that it can cultivate CHL students' English-speaking skills, since they may need to explain the meaning of the text to native-English students in English. Nevertheless, this teaching method requires CHL students to know Pinyin very well, so that they can pronounce Chinese characters correctly. Also, the CHL learners are not likely to know the meanings of all the Chinese words in the reading texts. , The CHL learners may not have heard or used many words that appeared on the reading text at home at all. So, of course teachers would still need to explain the meaning of some new Chinese vocabularies and phrases by using the traditional methods such as picture dictionary and TPR.

The teacher can also let students have more classroom discussion about the Chinese texts that students may not easily able to understand. This will reduce the difficulties of text comprehension. Students can talk and listen to each other, and they can also ask questions about the texts and get answers. Through discussion, students can also brainstorm ideas to deepen their understanding of subject content. The teacher can also simplify the texts by cutting the length of the text, using alternative easy words to represent technical words and removing some Chinese technical words with too many strokes and complex morphological structures.

For students' homework, students' Chinese literacy levels vary and parents have different expectations on their children's language and cultural learning. The teacher can assign individualized homework based on the characteristics and needs of students. For example, for students who already have developed good listening and speaking skills, their homework should be focused more on Chinese writing and handwriting Chinese characters. For the students who are still struggling very hard on Chinese reading and learning subject content, the online Chinese learning material which focuses on reading and learning the subject content would be best suitable for those children.

For the cultural learning in the social studies classroom, I also have some suggestions. From looking at the lesson plans that I collected, I found that their cultural content focuses on narrower perspectives such as the early English settlers' life and experience in the New World, their interactions with the Native American tribes, brief introductions on the government of the students' town, state and the US, and how US citizens can participate in the democratic elections. This cultural content is very important since they are essential parts of citizenship education and enhance students' American cultural identity. However, in order to improve students' understandings of diverse cultures in their school, community, the US and the world, as well as the issues related the cultural diversity and immigration, students may need to learn more about diverse cultural content through classroom instruction.

Most importantly, students need to understand and interpret cultural experience and history from the perspectives of different people. For example, the early English settlers in the New World and the Native American tribes had totally different understandings of immigration and colonialism. The early English settlers perceived immigration and colonialism as opportunities for them and the British Empire to exploit

more wealth such as gold and resources from the New World, to find new sea routes to the East, and to expand the global trade opportunities. However, the Native American tribes tended to equate English immigrants and colonialism with disasters or diseases that caused the slaughter and massive eradiation of their population. For historical and new immigrants to the US, immigration experiences were also varied, so they tended to interpret their immigration experience differently. Students need to understand different cultural groups in their community and the world not just from their superficial lifestyle, customs, traditions, or foods, and also to understand their own unique history and past experience. The teacher in the DLI program should provide students more opportunities to learn about those different historical narratives and make comparisons, so that students' will develop deeper and more comprehensive understandings of different cultural groups in their community.

In addition, in teaching cultural content, the teachers in the DLI program should not just focus on the voices and narrations of the cultural groups in the students' community, they should also promote students' own reflections and expression on the life and cultural experience of their own and use critical pedagogy in the classroom. As mentioned by Ovando and Combs (2018), critical pedagogy involves problem posing, reflective thinking, knowledge gathering, and collaborative decision making. Critical pedagogy helps students and teachers find and express their voices in oral and written form (Ovando and Combs, 2008). In the DLI class, by introducing more topics and discussing more issues relevant to students' life and experiences, the teachers can promote the students' reflective thinking on those issues and hear students' own voices. So, for the CHL students who want to learn about their heritage Chinese culture, I would focus on the Chinese culture that is related to students' and their family's life experience in the US such as their parents or family's immigration or travelling experience in the US, the history of Chinese immigrants in the US, Chinatowns around the world, and Chinese cultural festivals or activities in students' community and in the state where students live. If CHL students and native English-speaking students want to learn cultures in China, the teachers should not just introduce some ancient Chinese culture such as customs, traditional festivals, traditions, ways of life, thoughts, technology and inventions of ancient Chinese people. For China of today, the teachers should also introduce the economic development and achievements made by China since 1979, the US-China relationships in history and

now, as well as the challenges faced by Chinese society now such as environmental deterioration and social injustice. The teachers should promote students' reflective thinking on those issues and topics that they are concerned about. Those are the issues that may impact the Chinese immigrant children's welfare in the US. The teachers should also help CHL learners affirm their Chinese ethnic identity while at the same time tackle their identity ambience by making them feel comfortable and confidence to speak, read and write in Chinese in the classroom during the Chinese instruction hours of the DLI program.

Finally, the school may need to consider changing the instruction model for the social studies and math in the higher grades, which have been taught in Chinese. The DLI program can learn something from the Utah Dual Language Immersion Program Model: in the higher grades, by having social studies and math class taught in both English and the target language, students would learn the subject contents in both Chinese and English, so that their Chinese learning would not interfere with their subject content learning. Another benefit of the Utah Dual Language Model is that students can have more time to develop Chinese literacy directly.

Chart 9.3.2.2. Suggested Time Allocation for Teaching School Subjects in the DLI Program
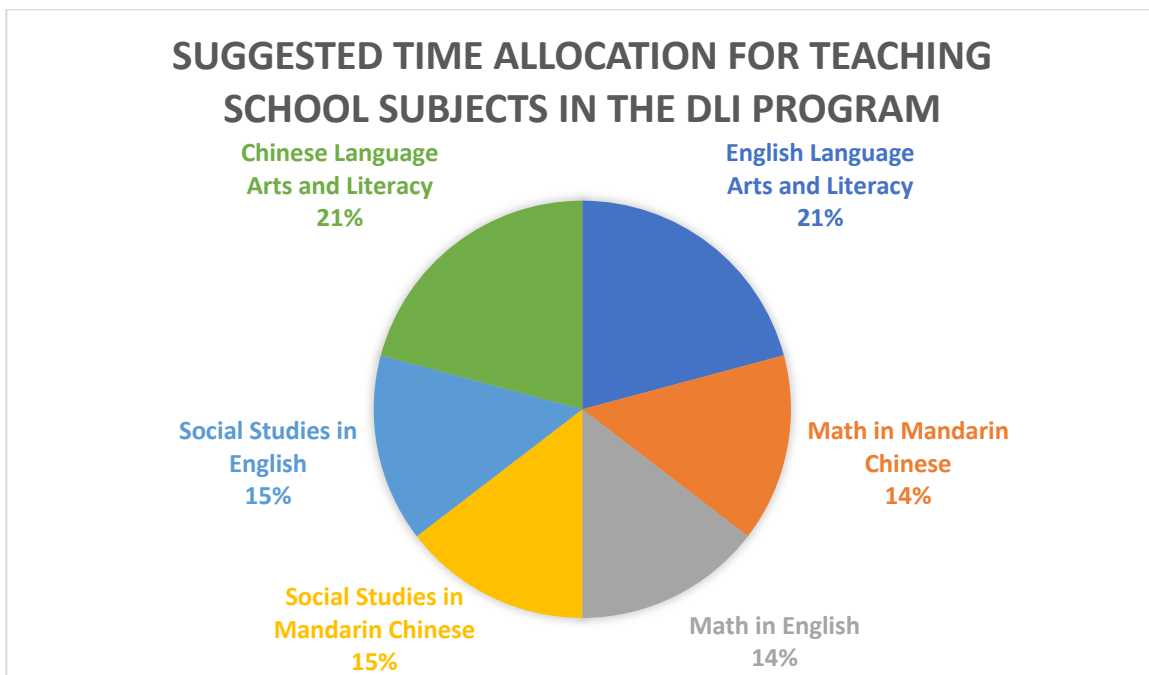
I recommend a different time allocation in the DLI program (see Chart 9.3.2.2). By dividing social

studies class into English and Mandarin Chinese parts, the difficulties of the Chinese reading materials for the social studies subject will be reduced. This is because less content will be covered in the Chinese instruction part of the social studies class. Similarly for the math class.

Another important feature of this plan is that the Chinese Language arts and literacy will be an independent class that can follow the state level World Language standards as a basic standard and partly follow Common Core language arts standards as a development standard. Since the state level World Language standards focus on basic language communication (including interpersonal, interpretative and presentative communication), while the Common Core Language Arts and Literacy standards are more advanced, focusing on more advanced foreign language skills as well as literature reading and appreciation. Establishing state level World Language standards as the basic curriculum standard of the Chinese language arts and literacy class should allow every student to develop at least basic target language communication skills. Partly establishing Common Core Language Arts and Literacy standards as the development standards for the Chinese language arts and literacy class will help students develop more advanced literacy skills such as reading and writing narrative, argumentative, and informative texts and learn to analyze and appreciate some simple Chinese literature such as Chinese poems, folk stories, mythology, and history stories.

Since the two curriculum standards do not limit teacher's selection of the teaching materials, the teacher can flexibly find the reading materials and writing topics that are suitable for students' Chinese literacy levels and relevant to students' daily life. The teacher is also able to add more Chinese cultural content (such as Chinese ancient philosophers and Chinese history) into the Chinese language and literacy class in order to fulfill some Chinese parents' wishes for the reform of the program.

There is also a need to provide more resources to support the Chinese teachers in the DLI program. Chinese teachers in the DLI program have shouldered too much responsibility for satisfying a diverse set of expectations. A teacher in the DLI program not only has to teach the subject matter, communicate with parents about all sort of issues regarding students' study and prepare students for all kinds of testing, but also has to satisfy requirements of parents and community. They also had to teach Chinese language and culture and prepare students for different cultural performances in the cultural festivals and activities. The

work pressures on Chinese teachers in the DLI program is extremely heavy. The Chinese teacher usually does not have sufficient resources, time, money, freedom and energy to complete all of these tasks. So, the Chinese teachers in the DLI program need more support than teachers in the regular program to help them handle all of the pressure and workload. The school district may need to consider establishing a position that allows full-time personnel to support the teachers in the DLI program by helping them find instructional resources, reducing their stress, and increase their morale and motivation toward their work.

Another suggestion is to increase the power of the PTA/MAC meeting in deciding what students will learn in the DLI program, especially on the components of the target language and cultural learning that Common Core state standards and social studies essential standards did not clearly specify. Parents need to negotiate with the school and the school district in deciding the goals of the DLI program and objectives of their children's target language and cultural learning. Not only do their voices and concerns need to be heard by the school district, but also, they should be empowered to decide what cultural and language learning content their children will learn in the program, since many parents did not accurately understand the primary purpose for the school district to establish the DLI program.

9.4 Revisiting the Literature

In the section of literature review, the major theories discussed in this study included cultural understanding in the K-12 school curriculum, Paul Freire's concept of world-mediated education, culturally relevant pedagogy, cultural sustaining pedagogy, critical thinking in language and cultural instruction, sociocultural theories on language learning, second language teaching methods, community involvement in the DLI program, as well as the characteristics of CHL and CFL learners. The selection of that literature was based on my own study experience in my PhD program. For example, I learned Paul Freire's concept of problem-posing education and world-mediated education from a course called *Curriculum Theory*. From this course, I began to realize that education should be "world-mediated," which means helping students develop a better relation with their world. The children live in a globalized world with plural cultures and languages and a good education should broaden students' understandings of this world with great diversity. I think this should be one of the major objectives of the Chinese-English Dual Language Immersion program. I interviewed the principal of the Southside Elementary

School and asked her about benefits of the DLI program. The principal told me that the DLI program can promote global citizenship education, because the program exposes students to a different culture, different customs, and it facilitates students to know about different ways of thinking and doing things of different people in their globalized community. Through interviewing the principal of the Southside Elementary school, I learned that the Southside Elementary School and its DLI program aims at promoting students' multicultural awareness and conducting world-mediated education. From observations at the Lightup Festival and Multicultural Gala, I learned that the DLI program not only affirms and develops CHL students' heritage language and culture, but also develops all students' awareness of diverse cultures in their globalized school community.

I learned something about the culturally relevant pedagogy when I attended a course called *Critical Multicultural Education* and I also did library research about this topic later. I learned something about the concept of culturally sustaining pedagogy when I attended a conference (Diversity in Language & Culture Conference) at UNC-Greensboro in 2017. During the conference, I read an article "What is culturally sustaining pedagogy and why does it matter" from the book "*Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*" written by Alim and Paris (2017). I learned that "Culturally sustaining pedagogies explicitly calls for schooling to be a site for sustaining the cultural ways of being of communities of colors" (Alim and Paris, 2017, p.5). I also learned that the CSP seeks to perpetuate and foster (to sustain) linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic project of schooling as a needed response to demographic and social changes (Paris and Alim, 2014). From observations of the school cultural activities like Multicultural Gala I learned those cultural activities were practices of culturally sustaining pedagogy that endorsed the cultural pluralism in the school and sustained students and their families' language and cultural practices. The Multicultural Gala created a space for immigrant students (including those in the DLI program and regular English program) and their parents of different countries to demonstrate their unique culture. So, the Multicultural Gala seemed to promote cultural understandings among immigrant students, local students and their parents from different countries. Although cultural content demonstrated in the Multicultural Gala seemed superficial (like the basic geographic information,

short history, natural scenery, tourist spots, traditional delicacy, traditional handicrafts, major cities of different countries where immigrant students' family were originated), it covered a large range of content. Students and parents who participated in the Multicultural Gala may have gotten brief views of different countries in the world. The culturally sustaining pedagogies also penetrated CHL students' daily study experience in the DLI program. For the Chinese immigrant students in the DLI program, their heritage language might have been sustained during the Chinese instruction hours when they participated in the Chinese speaking, reading and writing activities while they learned their subject content. They developed their heritage language and literacy skills. So, based on my research experience in the Southside Elementary School, my revised conceptual framework would include culturally relevant and culturally sustaining pedagogies, theories and practices related to the world-mediated education and multicultural education.

The literature of this study also includes methods and strategies of literacy instruction such as the whole language approach and balanced approach. Some general teaching methods also included in the literature review are cooperative learning and multi-literacy approaches These also include some linguistic knowledge related to Chinese language and characters, models of DLI program, and characteristics of the CHL and CFL students.

I attempted to explore the cultural identity of the CHL learners in the DLI program. I studied issues related to the cultural identity of CHL learners since 2014 when I was in my first year in my PhD program. I attended a course named *Language, Culture and Power*. I wrote a thesis on the CHL learners' cultural identity and Chinese heritage language learning. From then on, my research interest has been on this topic. That the reason why I included the literature related to the cultural identity in HL learning. I interviewed Chinese parents whose children were enrolled in the DLI program. They mentioned to me the reason they sent their children to the DLI program was to develop their children's cultural identity and to make their children feel confidence to speak Chinese language and possessing Chinese culture in the multicultural town where the school is located.

It is a pity that I was not allowed to interview students in the DLI program due to restrictions by the school district. As a result, I could not get direct evidence on how the DLI program impacted students'

cultural identity. So, parents' perceptions on the benefits of the DLI program as well as curriculum and instructional materials intentionally used in the DLI program were used as indirect evidence.

Another important component of my study explored how local families and community supported the DLI program. I mainly used Episten's Family/community-school partnership models to analyze the relationships between the DLI program of the Southside Elementary School and parents/local community. Through participating in the PTA/MAC meetings and observing cultural activities, I discovered six types of family/community partnership models in the DLI program of the Southside Elementary School. Those partnership models include parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. The motivation that drove me to study the community-context of the DLI program came from my experience in the AERA (American Educational Research Association) meeting in 2017, I attended a seminar hosted by scholars from the Paul Freire Democratic Project at Chapman University. In the seminar, the scholars from the Centro Communitario de Education of the Paul Freire Democratic Project introduced different types of community education programs and partnerships that their education center has conducted to bring high quality literacy education to the local community where their university is located. With this hint, I thought the DLI program of the Southside Elementary School may also have established different types of community partnerships with the local communities since it served the children of local community to help them develop their Chinese and English literacy skills as well as sustaining Chinese culture. So, without the support of the local community, the DLI program may not be sustainable. With this thought, I explored different types of school-community partnerships in the DLI program.

Based on findings, conclusion and suggestions in Chapters 8 and 9, my revised conceptual framework is shown in the table next page:

Table 9.4.1

Revised Conceptual Framework

Cultural studies and education theories and practices
(1) "Cultural Understanding" in the K-12 School Curriculum

(2) World-mediated Education

(3) Critical thinking in World Language and Cultural Studies of K-12 School Curriculum

(4) Culturally relevant and culturally sustaining pedagogies

Language and literacy instruction theories and practices

(1) Sociocultural Theories on Language Learning

(2) The symbolic power of language

(3) Education in the DLI program

- Teaching Chinese language, literacy and culture in the Chinese-English DLI program (e.g. Cloud's framework for second language literacy development, Krashen's second language teaching methods & Zhao and Chen's methods for teaching Chinese words and grammar)
- Teaching Chinese characters and words - developing morphological awareness
- The whole language and balanced approaches
- Cooperative learning
- Multi-literacies approaches

The curriculum of Chinese-English DLI program

(1) Models: The private school model, the Yu Ying Charter School model and the Utah Public School Model

(2) Benefits of DLI program

(3) Limitations of current DLI program

Community involvement in the DLI school

- Family/Community-school partnership models (Episten et.al, 1997)

Students in the DLI program

- CHL and CFL learners

9.5 Suggestions for the Future Research

This research analyzed the curriculum, pedagogy, instructional materials and cultural activities that the DLI program of Southside Elementary School currently has. It mainly analyzed the school

environment, social studies curriculum standards, lesson plans, extra-curricular activities that promoted cultural understanding, cross-cultural communication, and cultural pluralism in the DLI program. It also explored how the school connects to the parents and community through PTA/MAC meetings and gets support from parents and community. It analyzed parents and principal's perceptions of the DLI program including parents' perceptions on curriculum and the benefits and potential reforms of the program. The results of this study indicated that the DLI program promoted the development of students' Chinese literacy skills and improved students' cultural understandings of Chinese culture as well as the diverse cultures in students' community and the world.

More research is needed to explore new instructional models for the DLI program that can improve students' subject matter learning and promote students' biliteracy and bicultural skills simultaneously. By using more reliable research instruments such as classroom observation, interviews with teachers and parents in the program, and assessments of students' language and subject matter learning progress, future researchers can collect more comprehensive data regarding the situations of different DLI programs. This will help the school boards to improve their existing models of the DLI program or designing new models of the DLI program.

More studies are needed analyzing the curricula adopted by different dual language immersion programs, including their curriculum standards, instructional materials, classroom and extra-curricular activities used by the DLI program that not only help students to learn the target language, culture and subject content, but also develop their cultural identity. This research suggests a mechanism, but I believe that more research in the US is needed to further explore the mechanism. Further researchers need to investigate more dual language immersion programs across the US by focusing not just on Mandarin Chinese DLI programs, but also the other heritage languages such as Spanish-English and French-English DLI program. Most importantly, more studies need to focus not only on how the DLI program helps the children of minority language group retain their heritage language and culture, but also promotes their understanding of the diverse cultures of the US society and improves their awareness of civic engagement in the US. More studies are also needed to explore how different DLI programs across the US conduct culturally relevant pedagogy that improve students' academic excellence, cultural competence and critical

awareness. This study indicates that although the DLI program of the Southside Elementary School did a relatively good job in developing students' cultural competence and some awareness of Chinese culture and diverse cultures in students' community, the DLI program of the Southside Elementary School still need to improve. It needs to develop students' critical awareness and reflective thinking about the target culture that students learn in the program. Students need to critically think about what they learned in the DLI program. To know more about whether and how the DLI program conducts multicultural education in the multicultural society of the US, future researchers need to find more DLI programs in the US that successfully use the culturally relevant pedagogy. The researchers need to analyze their curriculum standards, instructional materials, classroom activities and extra-curricular cultural activities in detail to see whether and how they fulfill the requirements of the multicultural education and promote cultural understanding among students of different cultural backgrounds.

A LESSON PLAN FOR A 4th GRADE ECONOMICS CLASS

Name: xxx	Topic: Grade 4 Economics

Learning Goals for this lesson: **Content:** I want my students to understand that there are many factors impacting the economy in the state. For example, price, supply, demand, scarcity, productivity and entrepreneurship are some factors impacting the economy. **Literacy:** I want my students to understand that when reading informational texts, it is important to explain how an author uses reasons and evidence to support particular points in a text. in order to write an opinion about why a particular product costs a specified amount.	**Standards:** **4.E.1 Understand how a market economy impacts life in the state.** 4.E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship. 4.E.1.2 Understand how scarcity and choice in a market economy impact business decisions. 4.E.1.3 Analyze the historical and contemporary role that major industries of the state have played in the nation and world. 4.E.1.4 Explain the impact of entrepreneurship on the economy of the state. **4.E.2 Understand the economic factors when making personal choices.** 4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life. 4.E.2.2 Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.
Students will know: ● What are the crops/products grown in 3 regions of the state. ● How much does the crop/products cost and how much does the crops/ products to sell products to make a profit. ● The basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship.	**Students will be able to:** ● Name all the crops/products grown in 3 regions and explain the reason why particular products grown on 3 regions. ● Tell how much the particular products/crops cost and how much to sell products to make a profit. ● Identify and explain the factors that impact the economy

● how scarcity and choice in a market economy impact business decisions. ● Analyze the historical and contemporary role that major industries in the state have played in the nation and world.	

Lesson Essential Question:
- what are the crops/products grown in the state?
- How much does it cost to plant particular crops/products?
- How much does it sell particular crops/products to make profit?

Activating Strategy:
Use web graphic organizer to brainstorm. Ask the students brainstorm what they know about crops/products grown in the state.

Key Vocabulary to preview and vocabulary strategy:
resources, products, industry, farming, product/crops words including 花生peanut，鱼fish，大豆soybeans，烟草tabacco，猪肉pork/poultry，衣服clothes，玉米corn，干草hay，衣服clothes，奶制品dairy products，陶器pottery，小麦wheat, 鸡肉chicken，宝石gems，木材lumber，家具furuniture, 苹果apples，甜薯sweet potatoes, 棉花cotton

Students will match the pictures with the words or use TPR to act out the vocabulary. Student will also make a picture dictionary book for the words, to use pictures to represent the meaning of the words.

Lesson Instruction:

Learning Activity 1:
Teach all the vocabulary by visual.
Review 3 regions (coastal plain, piedmont, mountain) in the state and have the students locate 3 regions on map of the state.
Have the students work in groups and do the sorting activity. Have the students sort the crops/products by 3 regions and discuss why those crops/products in the region's (climate, geography)

Coastal plains:,甜薯sweet potatoes, 棉花cotton，小麦 wheat，花生peanut，鱼fish，大豆soybeans，烟草tobacco，猪肉pork, poultry，衣服

Piedmont: corn 玉米，干草hay，衣服cotton/clothes，，奶制品dairy products，陶器

pottery，小麦wheat，猪肉pork，鸡肉chicken

Mountain: apples苹果, furniture家具, lumber 木材， gems宝石, tabacco, 烟草，hay干草,

Jeopardy game. Have the students answer questions about products using jeopardy game.

Learning Activity 2:
Review the vocabulary as with the class by doing "Around the world" game.
Have the students use the Frayer model to brainstorm about price

Word sort activity. Have the students look at 10 products and discuss which is cheapest and why and which is most expensive and why.
Have the students work in pairs and match the price with the 10 products (花生peanut，鱼fish，烟草tabacco，衣服clothes, 玉米corn，奶制品dairy products，鸡肉chicken, 宝石gems，家具furuniture, 苹果apples.

Learning Activity 3:
Have the students have discuss in pairs why corn is cheapest in the state and how the price is determined.
Complete the Frayer model graphic organizer
(definition "the amount of money", how price is determined, example, non-example)

Learning Activity 4:
1000 people want iphone. Market for iphones. turn talk. what would you do?
When many people want something,
if I have a place to get iphone, I have the supply. If all of a sudden, there is no battery.
Sentence starter

demand, supply, scarcity, competition ???

Word sort: match the descriptions with the words(demand, supply, price, scarcity, competition)

Learning Activity 5:
Classroom market.
what's the demands/supply. Sell the products.
Have the students make miniatures of state products at home and bring the the products to the classroom. Have the students hold a classroom market and buy and sell products from each other.

Learning Activity 6
Labor, productivity and Entrepreneurship
Concept attainment
Word sort
Frayer model

Learning Activity 7:
Reading mini-lesson on informational text

1) informational text (features, written to teach or provide information on a topic)
2) what text is about (identify what text is about - complete the first box of main idea graphic organizer)
3) author's opinion (reasons the author states that this topic is important)
4) reason
5) evidence to support points of view.
Use the graphic organizer for the minilesson.

main idea
http://www.pearsonlongman.com/ae/download/shiningstar/graphic_organizers_6_10.pdf

Author's viewpoints:
https://www.teacherspayteachers.com/Product/Authors-Point-of-View-Graphic-Organizer-981139

2-3 texts to use as the whole class

Text 1
在1960年，美国人平均每年吃28磅鸡肉 。到了2006年，美国人平均吃87磅鸡肉。美国人喜欢吃鸡肉最重要的原因是价格便宜。现在，美国很多超市里的整鸡每磅不到一美元，比很多蔬菜要便宜。

Text 2
为什么美国的鸡肉价格便宜呢?首先，鸡的体积小，养鸡的成本低。每10个平方英尺(square feet)可以养15到20只鸡，养鸡只需要6个星期。养鸡的鸡场并不需要很大地方。全美国只有2万个左右的养鸡场，可是每年能生产出90亿只鸡。养一只鸡的费用是20-30美分。其次， 在美国，大多数鸡场都是机械化和自动化管理，不需要很多人力。一个鸡场，每年出产40多万只，只需要一个家庭来管理。然后，鸡吃的饲料（谷物和

草）最少，可是产出的肉很多。要得到2磅的牛肉、猪肉和鸡肉，所需要的饲料分别为14磅、8磅和4磅. 最后，美国人喜欢吃鸡，对鸡肉的需求大，超市供应就多，价格就便宜。

READING TEXT 3

在美国的超市，蔬菜比肉类贵一些。首先因为种植蔬菜需要一定的环境。种植蔬菜需要合适的土地，充足的阳光和水分，蔬菜需要三个月才可以收获。如果一年中发生干旱或者多雨或者多雪，都会推迟蔬菜收获。其次因为种蔬菜需要很多人力，不可以自动化，价格就贵。生产肉类可以自动化，所以价格就比较便宜。最后因为美国人更喜欢吃肉，对蔬菜的需求小，供应少，价格就贵。

美国的超市里的蔬菜和肉都比中国的超市里的蔬菜和肉便宜。首先因为

1）需求大，供应大，价格便宜。
2）美国土地大，资源多，气候好。农业生产具有比较优势，没有竞争，也不缺少。
3）美国农业生产机械化自动化，需要人力少。

LearningActivity8:
2-3 texts small-group
Reading Text 1
本州是位于美国南部区域大西洋海岸的一州。别称"xxxxx"或"xxx"。下辖100县。州府为xx，最大的城市为xxx。
本是最初北美十三殖民地的成员之一，最初通认作xxxxx，并且是第x个英国殖民地在美洲的家。1861年5月20日，它成为最后一个美利坚联盟国脱离合众国的成员，并于1868年7月4日重新被接纳。该州并且是第一个以人力动力比空气重飞行成功的地点，由莱特兄弟于1903年接近xxx的xxx创造纪录。今天，该州是一个各色各样经济和人口迅速发展的州。截至2009年7月1日止，人口估计是9,380,884（自2000年4月1日以来增加16.7%）[2]。

READING TEXT 2
本州经济总量在全美居中等偏上，人均产值略低于全美人均水平。著名的xx银行总部即位于xxxx。州内各河多急流湍滩，能为州内制造业提供水电资源。烟草产量占全国总产量的40%. 工业有棉织品、丝织物、合成纤维、家具、电机、化工等。农产品有玉黍蜀、大豆、花生等。畜产品有家禽和肉猪。矿产有长石、云母、锂。

Learning Activity 9:

Mini lessons:

1. Brainstorm think of ideas to write about why a particular crop/product costs certain amount of money due to supply, demand, environmental conditions, labor costs, and competition.
2. Prewriting complete graphic organizer
3. Drafting-use graphic organizer to write draft
4. Revise-provide wto write
5. Edit-spelling, grammar, conventions
6. Publish

Graphic organizer:

https://www.teacherspayteachers.com/Product/Authors-Point-of-View-Graphic-Organizer-981139

Shared writing/ LEA

为什么美国的超市的蔬菜和肉价格都比中国的超市便宜？（美国是全世界最大的农产品出口国）

1）需求大，供应大， 价格便宜。

2）美国土地大， 资源多，气候好。 农业生产具有比较优势， 没有竞争， 也不缺少。

3）美国农业生产机械化自动化，需要人力少。

Ms. x is a farmer and is wondering what to plant. Convince me what to plant.

Facts about what they need

Cotton

Apple

Diamond

Corn

Chicken

Cows

Environments (land/space, conditions, weather)

Labor cost

Reasoning why those geography, competition

Facts about crops

苹果

从1月到8月。

苹果对温度都有一定的要求， 苹果喜欢有温差（白天温度高，晚上温度低）， 需要阳光和雨水。

玉米

100天左右， 可以一年两熟。不需要很多雨水， 也不要很多阳光， 只需要一定的肥fei料liao。美国和墨西哥产玉米最多。

棉花：3月种， 11月收获。产量大、生产成本低。需要很多阳光， 土壤rang水分、养

分、温度、空气、盐yan碱jian含han量liang、质zhi地等对棉花生长有很大的影ying响xiang。

养牛
10个月到一年，牛很大，需要的地方大。吃的饲料多，牛可以长到1500镑。成本大，养牛可以自动化。超市牛肉的价格最高。

养猪
6－10个月，猪很大，需要的地方大。吃的饲料多，猪可以长到300镑。成本大，养猪可以自动化。超市猪肉的价格高。

Modeling writing:
　如果xx老师是农民，我认为她应该养鸡。
　　首先因为养鸡不需要很大的地方。鸡很小，一个鸡场可以养几万只鸡。气候不影响养鸡。养鸡时间短，只需要六个星期。
　　其次因为养鸡可以自动化，不需要很多人力，所以养鸡的成本低。鸡吃的饲料少，可以生产的肉很多。要得到2磅的牛肉、猪肉和鸡肉，所需要的饲料分别为14磅、8磅和4磅．
　　最后，因为美国很喜欢吃鸡肉，对鸡的需求大。对鸡肉的需求大，超市供应就多，价格就便宜 。在超市，鸡肉的竞争不大，牌子不多。
　　所以，我认为xx老师应该养鸡。

Graphic Organizer:	**Assignment:**
Sorting graphic organizer Frayer model on price graphic organizer (main idea---reasons)	

Summarizing Strategy:
Exit ticket

APPENDIX 2
A LESSON PLAN FOR A 5ᵀᴴ GRADE GEOGRAPHY CLASS
Learning Focused Lesson Plan

Name:	Topic: Grade 5 Geography (Jamestown)

Learning Goals for this Lesson:	**Students Will Be Able To:**
- Explain the impact of the physical environment on early settlements in the New World. - Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations. - Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came). - Evaluate the relationships between European explorers and American Indian groups, based on accuracy of historical information.	I can discuss the motivation of the English colonists to settle in the new world. I can evaluate if the English colonists choose a desirable or undesirable place to establish their settlement. I can discuss the relationship of the English colonists and the Powhatan tribe.

| SS Standards :
5.1 G. Understand how human activity has and continues to shape the United States.

5.G.1.1 Explain the impact of the physical environment on early settlements in the New World.

5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present. | **ELA Standards:**
Reading:
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, |

5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations. 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).	cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Writing: **5.W.1 Write** opinion pieces on topics or texts, supporting a point of view with reasons and information**.** **5.W.1.A Introduce** a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **5.W.1.B Provide** logically ordered reasons that are supported by facts and details. **5.W.1.C Link** opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

Essential Questions-

How did the Jamestown settlement impact land, people, and culture?

Activating Strategy-
If you were going to settle in a new country, where would you go and why? Students write their responses in their notebook. Give 5 minutes to write.

Students share responses and evaluate each other's choices. This will get the students thinking as they learn about the colonists settling in an undesirable area.

Key Vocabulary to preview and vocabulary strategy
Colonists 殖民者
colony 殖民地

Indians 印第安人 native Americans 原住民
Settle down 定居
Protect 保护
Build 建立
Plant crops 种庄稼
Exchange 交换
Food 食物
Provide 提供
Make laws 制定法律

Strategies: TPR, picture dictionary.

*Quizlet for Vocabulary Practice
https://quizlet.com/243007892/week-of-1113-jamestown1-flash-cards/

Lesson Instruction

Learning Activity 1:
Gallery walk: place a few pictures of Jamestown in the classroom. Have the students discuss in groups and write down some ideas about the pictures.

Teach the vocabulary by TPR and picture matching activity.

Learning Activating 2-
Teach the story of Jamestown via TPR and Adapted Reader Theater
Teacher gives gestures and body movements that correspond with academic vocabulary. Students repeat the vocabulary and the gestures.

Learning Activity 3-
Read the story and act out the story in groups.

zhān mǔ sī dūn
詹姆斯敦

1607年5月，105名英国的殖民者乘着三条小船来到了美

fú jí ní yà　　　　　　mù dì

国的弗吉尼亚州。他们有三个目的：找金子；建立一个殖民地；
找

一条通往东方的水路。船队在弗吉尼亚州东南部的一个半岛定居
，

这个半岛成为了殖民地。殖民者给殖民地命名为詹姆斯敦。

很快印第安人和殖民者的战争就开始了。在战争中许多殖民者
都死了。为了保护自己，殖民者建立了三角堡垒。他们砍了600棵

树，并挖了很多孔。在19天内完成了堡垒，可是，更多殖民者因
此病死了。三角堡垒的墙高两米，有三个角，每个角都有更小的堡

垒，并放着大炮。殖民者在堡垒里盖房子，定居在那里。 堡垒保
护了殖民者，可是，堡垒让打猎和种庄稼变得很困难。

殖民者用宝石和印地安人交换食物。在1608 年的寒冬中，

因为殖民者得罪了印第安人，印第安人不再提供食物，很多人饿死了。后来，来了新的殖民者，他们开始种烟草。

1617年英国买了殖民地的烟草，殖民地开始富（fù）有起来。1618年，殖民者开始种小麦。1619年，殖民者制定了弗吉尼亚（fú jí ní yà）的第一批法律。1624年，詹姆斯敦成了英国的海外殖民地。

新词语

金子：一种很贵的金属（metal）

命名：给一个名字

半岛：三面是水，一面连着陆地

目的：原因

战争:打仗 (war)

完成:做好了

病死:因为生病而死了

大炮：一种武（wǔ）器（qì）(weapon)

得罪：冒犯 (offend)

饿死：因为没有食物吃而死。

打猎: 捕动物

Assessment Prompt for Learning Activity 3-Quick write (2-3 sentences)
Did the English settlers choose a good place to settle? Why do you think this is a good or bad place to settle?

Learning Activity 4-
Reading mini-lesson on text features of informational texts. Focus on one text structure:problem and solution. Have the students think-pair-share what are the colonists' problems and how they solved the problems.

Use the graphic organizer with the students. Have the students fill out the graphic organizer to organize their thoughts.

Graphic Organizer-
Problem and solution

Assignment-Jamestown Simulation-Computer Activity

GES DL4 Social Studies LFL Unit 1 Civics & Government Topic 1

Name:	Topic: 4th grade Social Studies Civics and Government Unit 1 Topic 1

Learning Goals for this lesson:	Standards:
Social Studies • That the state Constitution has key principles and revisions. • ~~That state elected leaders have roles and responsibilities. (Topic 1)~~ • That colonial history influenced the governing documents of the state. • That the preamble and the articles of the state Constitution outline rights and responsibilities. • That the State Constitution includes rights and responsibilities. • The differences between rights and responsibilities are in the state Constitution. **Content:** I want my students to understand the structure and functions of governments. **Literacy:** Reading: I want my students to understand that when reading literature texts, it is important to determine the meaning of words and phrases using context (definitions, examples, or restatement in a text) as a clue to the meaning of a word or phrase.). Writing & Language: I want my students to understand that when writing a narrative, it is important to use a variety of transitional words and phrases to manage the sequence of events. Speaking and Listening: I want my students to follow agreed-upon rules (accountable talk) for discussions and carry out assigned roles.	4.C&G.1 Understand the development, structure and function of the state government. • 4.C&G.1.1 Summarize the key principles and revisions of the state Constitution. • 4.C&G.1.2 Compare the roles and responsibilities of state elected leaders. (Topic 1) • • 4.C&G.1.3 Explain the influence of the colonial history of the state on the governing documents of our state. • _____ _____ _____ • 4.C&G.2 Analyze the state Constitution. • 4.C&G.2.1 Analyze the preamble and articles of the state Constitution in terms of rights and responsibilities. • 4.C&G.2.2 Give examples of rights and responsibilities of citizens according to the state Constitution. • 4.C&G.2.3 Differentiate between rights and responsibilities reflected in the state Constitution. **Reading** 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ~~4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) (Topic 1)~~

	4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
	Writing
	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	4.W.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	4.W.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	4.W.3.C Use a variety of transitional words and phrases to manage the sequence of events.(Topic 1)
	4.W.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
	4.W.3.E Provide a conclusion that follows from the narrated experiences or events.
	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W.9 Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")
	Language/Conventions

	4.L.2.D Spell grade-appropriate words correctly, consulting references as needed. **Language/Vocabulary Acquisition (K-5 only)** ~~**4.L.4.A Use** context (e.g. definitions, examples, or restatement in a text) as a clue to the meaning of a word or phrase.(Topic 1)~~ **4.L.4.B Use** common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **4.L.5.A Explain** the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **4.L.5.B Recognize and explain** the meaning of common idioms, adages, and proverbs. **4.L.6 Acquire and use** accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.) **Speaking & Listening** **4.SL.1.A Come to discussions** prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ~~**4.SL.1.B Follow** agreed-upon rules for discussions and carry out assigned roles.~~ (Topic 1) **4.SL.1.C Pose and respond** to specific questions to clarify or follow-up on information and make comments that contribute to the discussion and link to the remarks of others. **4.SL.1.D Review** the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Students will know: • the different levels of governments (local, state and federal) • the differences among local and state	**Students will be able to:** • name the different levels of the government

and governments.
- the three branches of the government (legislative, executive, and judicial branches of government)
  - Legislative - the branch of government that makes the laws.
  - Executive - the branch of government that enforces the laws made by the legislative branch.
  - Judicial - the branch of government that interprets the laws and settles disputes.
- the five aims of government are to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense and promote the general welfare.

- compare the state government with local governments.
- Identify the three branches of the government
- give examples of the functions of the government

Lesson Essential Question:
- How are our state and local governments similar and different?
- Why is our government divided into three separate branches?

Activating Strategy:
A picture sorting activity:
Teacher selects pictures some illustrating functions of the governments and some don't. Cut the pictures and provide each table a set to sort. Ask students to sort the pictures, present their findings and explain their reasoning.

Pictures

Key Vocabulary to preview and vocabulary strategy:
Content vocabulary:
government(政府), three branches of government（三权分立）, legislative（立法）, executive（执法）, judicial（司法）, local government（地方政府）, state government （州政府）
federal government（联邦政府）, function（功能）, protect(保护), provide(提供), serve(服务), law(法律), establish(建立). make laws(制定法律), law(法律), mayor(市长), governor(州长), president(总统), tax(税. 收税), manage(管理)

Vocabulary needed to understand the task:
Name(说一说), identify(指出), sort(分类), compare(比较), difference(不同), similarity(相同),

provide(提供), give examples(举例)

Literacy vocabulary:
Literature text(文学文本), narrative(记叙文), context (语境), context clue(语境线索), definition(定义), example(例子), restatement(重述), transitional word(连接词), transitional phrase(连接词组),sequence(顺序), word(词), phrase(词组).

Lesson Instruction:

Learning Activity 1:
Building Oracy: following the sorting activity, use TPR and concept attainment to teach the new content vocabulary related to the three branches and functions of the government.

Vocabulary worksheet Week 1
Vocabulary worksheet Week 2

Assessment Prompt for LA 1:

Quizlet set Week 1
Quizlet set Week 2
matching captioned pictures with the government functions.

Learning Activity 2:
Building Background/Comprehensible Context:
   1. The teacher conducts a mini lesson on how to use context clues to find the meaning of unknown words.
   2. Students read an article about functions of the government (three levels of the governments) and practice the strategies (definitions, examples, or restatement in a text) taught in the mini lesson.
   3. Students complete a worksheet identify the meaning of the unknown words and the strategy used.

Mini lesson PPT
Government function article
Context clue worksheet

Assessment Prompt for LA 2:

Use the Context clue worksheet

Learning Activity 3:
Building Background/Comprehensible Context:
   1. The teacher conduct a mini lesson on transitional words and phrases.
   2. Show students the pictures of how a bill become a law.
   3. Assign students as Partner A and B. Each partner will have one minute to talk. Ask students to turn and talk, use the transitional words/phrases to say a sentence about

the picture.
4. Remind the students to follow the rule of turn and talk and accountable talk.

Assessment Prompt for LA 3:
Record students' caption of the pictures using Voicethread.

http://fifthgradefollies.blogspot.com/

Learning Activity 4 (three):
Activating strategy:

Assessment Prompt for LA 4:

Learning Activity 5:

Assessment Prompt for LA 5:

Learning Activity 6:

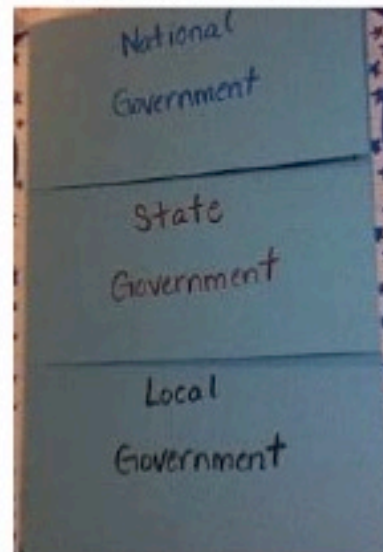**Assessment Prompt for LA 6:**

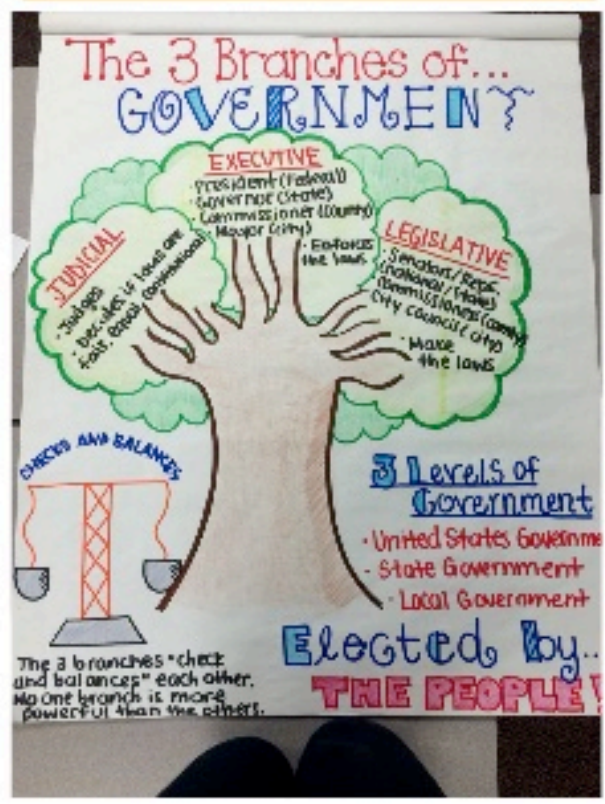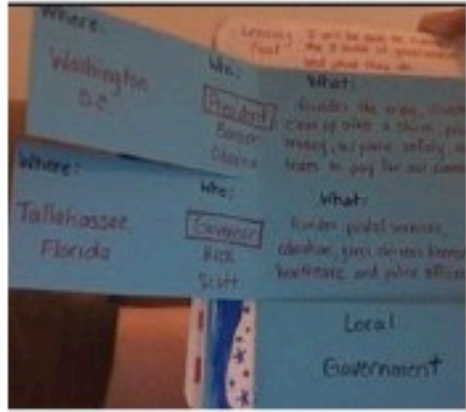**Graphic Organizer:**

Hierarchy chart

Anchor chart:

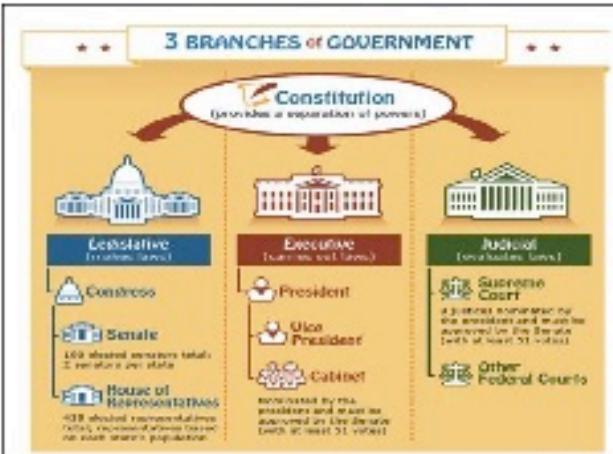

The Federal Government has 3 main branches

Legislative	Executive	Judicial
The Law making group	Makes sure laws are enforced	Judges whether laws follow the Constitution
Headed by Congress (Senate and House of Representatives)	Headed by the President	Headed by the Supreme Court

Assignment:
Weekly Chinese homework
Classroom worksheets

National Government

State Government

Local Government

3 BRANCHES of GOVERNMENT

Constitution
(provides a separation of powers)

Legislative (makes the laws) — Executive (carries out laws) — Judicial (evaluates laws)

The 3 Branches of... GOVERNMENT

Summarizing Strategy:

Stage 3 Biliteracy Framework (Ideas & Resources)

Student's success at transfer, meaning, and acquisition depends on...The *Biliteracy Framework* Components and *Learning Focused Strategies*	
While each lesson arc emphasizes a particular area, all 4 language skills are addressed and assessed throughout the duration of the unit.	
Learning-Focused Lesson Arc	**Teaching and Learning Tasks**
Building Oracy and Background Knowledge (# of days)	
Reading Comprehension (# of days)	
Process Writing (# of days)	
Word Study (# of days)	
Content Bridge (Focus:) (# of days)	
Literacy Bridge (Focus:) (# of days)	
Extension (# of days)	

The state constitution
three constitution of the state

Learning Focused Lesson Plan

	Topic: Geography

| **Learning Goals for this lesson:**

Content:
I want my students to understand that the Southside Town has its own geographic features; Southside's area and population have changed over the time; people adapt to and change the environment to meet their needs.

———

Literacy:
I want my students to understand that when reading informational texts, it is important to explain how an author uses reasons and evidence to support particular points in a text in order to write an opinion about if we should cut the trees in Southside or not and why. | **Standards:**
Social studies:
3.G.1.1 Find absolute and relative locations of places within the local community and region.
3. G1.2 Compare the human and physical characteristics of places.
3.G 1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.

Literacy
RI 3.4
RI 3.5
RI. 3.7
W 3.1 |
| **Students will know:**
• The geographic features of Southside (including the location, nearby cities, landforms, bodies of water, etc).
• How the area changes in Southside
• How the population changes in Southside.
• The origins of Southside. | **Students will be able to:**
• Tell the geographic features of Southside(including the location, nearby cities, landforms, bodies of water, etc).
• Describe how the area changes in Southside.
• Describe how the population changes in Southside.
• Describe the origins of Southside. |

Lesson Essential Question: • What are the geographic features of Southside? • How does Southside's area change over time? • How does Southside's population change over time? • What is the origin of Southside?

Activating Strategy: Use web graphic organizer to brainstorm. Ask the students brainstorm what they know about Southside.

Key Vocabulary to preview and vocabulary strategy:

南方镇,XX州,城市,面积,东南部, 西部,位于, 附近的,河,湖,森林,人口,家庭, 成立,政府,管理,教堂,扩大, 砍树,罚款

Students will match the pictures with the words or use TPR to act out the vocabulary. Student will also make a picture dictionary book for the words, to use pictures to represent the meaning of the words.

Lesson Instruction:

Learning Activity 1: Vocabulary Instruction
Teach all the vocabulary by visual. the landforms and bodies of water in/near Southside. Have the students use table to create picture dictionary on the notebook.

地形和水	例子	画画
森林	XX森林	
山	XX山	
河	XX河	
湖	XX湖	

Learning Activity 2: Vocabulary Instruction
Two vocabulary activities:
1)"Around the world" game. Have students sit in a circle on the floor. Ask one student to stand behind a child in the in the circle. Display the picture of the word and ask both students to say the word in Chinese. The first student who says the word correctly moves to stand behind the next child in the circle. The student who beats the most other students in the class is the winner. 2) Matching activity. Have the students match the words with the pictures.

Learning Activity 3: Vocabulary Instruction

小种子的故事

秋天来了，风吹来了一片小种子。小种子飞呀飞呀，向南方镇的南部飞，飞过了附近的美丽的XX湖。冬天，小种子向南方镇的西部飞，飞过了附近的高高的XX山。然后，小种子向教堂山的北部飞，飞过了附近的长长的XX河。春天，小种子停在南方镇的东部，停在了附近的著名的XX大学。夏天到了，小种子长成了很多绿绿的大树，成了XX森林。

PPT story

Teach the vocabulary through TPR and storytelling. Students can act out the story when the teacher narrates. After the students are familiar with story, students can be paired up and 1 student says the story and the other student acts out the story.

Learning Activity 4: Reader Workshop-Whole Group Instruction

Use the book "南方镇" on iChineseReader to do whole group reading instruction. Use **think-pair-share strategy** and **#1s talk/#2s listen strategy** to ask the comprehension questions. Pair the students up into #1s and #2s. Teacher asks one question, then #1s students answer the question to #2s students. Then teacher calls on #2s to report the answer. Teacher asks another question, then #2s students answer the question to #1s students. Then teacher calls on #1s to report the answer. This would increase the degree to which everyone thinks the question and tries to figure out an answer.

Learning Activity 5: Reader Workshop-Whole Group Instruction on Non-fiction Text Structures

Whole group practice reading the book "南方镇" on iChineseReader again. Teach the students about non-fiction text structures by using the anchor chart below.

Learning Activity 6: Small group guided reading.
Use the book "南方镇" on **iChineseReader** to do small group guided reading. Have the small group of students practice reading without PinYinwith the teacher. Go over the non-fiction text structures again with the small group. Also ask more comprehension questions. Do the comprehension quiz together at the very end.

Learning Activity 7: Opinion Writing
Topic: Should we cut the trees in Southside town?
Use the book "多种树的好处" on **iChineseReader** for read aloud before the writing.
Mini lessons:
1. Have the students brainstorm in groups and discuss if we should cut the trees in Southside town or not.
2. Prewriting complete graphic organizer O-Opinion, R-Reason, E-Evidence, O-Opinion
3. Drafting-use graphic organizer to write draft
4. Revise-provide wto write
5. Edit-spelling, grammar, conventions
6. Publish

OREO Graphic Organizer

APPENDIX 5
RECRUITMENT ANNCOUNCEMENT TO PARENTS OF DLI PROGRAM OF THE SOUTHSIDE ELEMENTARY SCHOOL

Dear parents

My name is Shizhan Yuan, and I am a doctoral student in the School of education at University of North Carolina at Chapel Hill. I am conducting my dissertation research and would like to invite you to participate in my research. The purpose of my research is to know about how the Southside Elementary School supports the development of students' understanding toward the diverse cultures of the school, community and the world as well as how the school encourages students to participate in different community activities. The other purpose of this study is to know how the school has formed partnerships with parents and community in supporting students' language and cultural learning in the Chinese-English DLI program.

I am going to enroll 5 participants in this research. If your children are currently enrolled in the Dual Language Immersion Program of the Southside Elementary School, you can participate in this study in the way below:

You and I will attend a public PTA or MAC meeting together of the Southside Elementary School and then you will talk with the researcher in an interview for about 20 minutes. Each participant will receive a gift card worth $25 if complete the study above.

All of the data collected through the interview (the transcriptions) will be stored in my computer, the data will only be available to the researcher and will not unveil to others. To protect your privacy, your real name and identity will not be identified in the transcription. Instead, fake names will be used in the transcription. You will not be identified in any report or publication about this study. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, UNC-Chapel Hill will take steps allowable by law to protect the privacy of personal information. In some cases, your information in this research study could be reviewed by representatives of the University, research sponsors, or government agencies (for example, the FDA) for purposes such as quality control or safety.

The audio record of the interview will be transcribed and stored in my computer for further analysis. The transcription will be kept in the researcher's computer until the dissertation get published. However, I grant you the freedom of choice for not recording the audio of the interview if you do not want the researcher to record the interview. During the interview, if you do not want me to record certain parts of the interview, please tell me what you do not want so that the auto recordings will be temporarily turned off. You may decline to participate or withdraw from this study at any time, as well as decline from responding to any of the questions that I am going to ask. There is no penalty for withdrawing or declining. Should you have any questions about this research, please feel free to contact me.

Thank you for your help!

Shizhan Yuan

APPENDIX 6
**RECRUITMENT ANNOUNCEMENT TO THE PRINCIPAL OF THE SOUTHSIDE
ELEMENTARY SCHOOL**

Dear principal

My name is Shizhan Yuan, and I am a doctoral student in the School of education at University of North Carolina at Chapel Hill. I am conducting my dissertation research and would like to invite you to participate in my research. The purpose of my research is to know about how the Southside Elementary School supports the development of students' understanding toward the diverse cultures of the school, community and the world as well as how the school encourages students to participate in different community activities. The other purpose of this study is to know how the school has formed partnerships with parents and community in supporting students' language and cultural learning in the Chinese-English DLI program.

To participate in this research, you will participate in a face-to-face interview. The total interview will last for about 30 minutes. There is no follow-up. During the interview, you and I will discuss 8 questions. The interview will be audio-recorded.

All of the data collected through the interview (the transcriptions) will be stored in my computer, the data will only be available to the researcher and will not unveil to others. To protect your privacy, your real name and identity will not be identified in the transcription. Instead, fake names will be used in the transcription. You will not be identified in any report or publication about this study. Although every effort will be made to keep research records private, there may be times when federal or state law requires the disclosure of such records, including personal information. This is very unlikely, but if disclosure is ever required, UNC-Chapel Hill will take steps allowable by law to protect the privacy of personal information. In some cases, your information in this research study could be reviewed by representatives of the University, research sponsors, or government agencies (for example, the FDA) for purposes such as quality control or safety.

The audio record of the interview will be transcribed and stored in my computer for further analysis. The transcription will be kept in the researcher's computer until the dissertation get published. However, I grant you the freedom of choice for not recording the audio of the interview if you do not want the researcher to record the interview. During the interview, if you do not want me to record certain parts of the interview, please tell me what you do not want so that the auto recordings will be temporarily turned off. You may decline to participate or withdraw from this study at any time, as well as decline from responding to any of the questions that I am going to ask. There is no penalty for withdrawing or declining. Should you have any questions about this research, please feel free to contact me.

Thank you very much for your support!

Shizhan Yuan

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