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CULTURE AND LANGUAGE: AN ACTION RESEARCH STUDY ON THE IMPACT OF
INTEGRATING CULTURE INTO A CHINESE LANGUAGE IMMERSION PROGRAM

By
Haibin Li

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Gardner-Webb University
2019

Approval Page

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Acknowledgements

I'm very thankful for all the help during this challenging journey. First, I would like to thank Dr. Jennifer Putnam, who taught, directed, and helped me; all with enthusiasm. The doctoral name tag that she made for me and the Bible verse that she prepared for me accompanied me to overcome the difficulties that I faced during this journey. I would also like to give thanks to Dr. Sydney Brown and Dr. Michelle Bennett, who also provided guidance and direction through my dissertation.

Second, I would also give my sincere thanks to my classmates and dear friends, Dr. Sarah B. Rabe and Dr. Jennifer E. Wilson, who helped to analyze the data for my dissertation. I would like to thank Dr. Shoufen Jacobson, my formal colleague and dear friend who inspired and encouraged me to pursue my doctoral degree. My great thanks also go to my current colleague Ms. Min Chen, who helped me to make the cultural activities to be successful and obtain the data smoothly.

Third, I'm very grateful to have all the support from my family. My husband Tong Zhang took care of my two dear children Eric and Cindy when I was not with them and accompanied me to overcome some difficulties during this journey. Eric and Cindy are the best children a parent would like to have. They brightened my day when I felt stressed. My father Maogui Li and my mother Xiuying Su encouraged me to face the challenges with a positive attitude all the time. Their encouraging spirit empowered me to pursue the doctoral degree.

Abstract

CULTURE AND LANGUAGE: AN ACTION RESEARCH STUDY ON THE IMPACT OF INTEGRATING CULTURE INTO A CHINESE LANGUAGE IMMERSION PROGRAM. Li, Haibin, 2019: Dissertation, Gardner-Webb University.

Though a framework for foreign language education exists, the lack of guidelines, proper implementation, and benchmarks, along with scarce research on the effects of implementing cultural aspects in immersion classrooms leaves foreign language educators in the dark. An action research study design was utilized in a second grade Chinese immersion program at a language academy, investigating the impacts of the inclusion of culture activities in the classroom. Areas included were cultural exposure, teaching methods, teaching materials, cross cultural education, and challenges. Research data collected included students' unit test scores, journals, parent surveys, and parent interviews. Time practicing is important, yet the time needed to include cultural activities takes away from preparation for summative assessment. The researcher suggests the use of formative assessments to increase familiarity of summative assessment material. The inclusion of cultural activities can increase student engagement and excitement in learning which can translate into increased expression of learning through journals. The researcher suggests increasing activity difficulty to increase the zone of proximal development and push the growing edge of students to support a curriculum that meets students at their current level of learning but also pushes beyond to improve skills. It is suggested to implement cultural activities over a longer time period in order to further explore the impact of cultural activities on student learning. Overall, the benefits of inclusion of cultural activities into foreign language education classrooms are encouraging, and even small adjustments can positively impact student performance in language immersion programs.

Keywords: immersion program, Chinese immersion, 3P model, foreign language education, culturally relevant pedagogy

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Chapter 1: Introduction

Background

Over 18 years ago the researcher arrived in the United States at San Francisco International Airport to board a connection flight to Charlotte, North Carolina. Uncertainty of how to reach the boarding gate for the next flight led the researcher to seek assistance from an airport staff member. The staff member replied kindly, including detailed directions for the researcher; yet confusion set in. Since this experience, the following question lingered: After more than 10 years of English instruction, why were there still misunderstandings in receiving directions from a native English speaker? After a few years of teaching Chinese language to American students, the answer to the lingering question was hypothesized: Language learning might include more than memorizing words and analyzing syntax structures. More importantly, the researcher hypothesized, language learning was about authentic communication and active interaction with native speakers in a naturally occurring conversational environment.

In the United States, increasing attention focused on language education due to widespread linguistic diversity and increasing immigration (Varghese & Park, 2010). The United States is a country full of multiculturalism and multilingualism where immigrants strive to maintain native language which further influences bilingual education (Varghese & Park, 2010). In turn, bilingual education is reinforced by a globalization trend in the business world. Caruana (2017) postulated,

Immersion programs focusing on Spanish and other languages such as French, German and Chinese are increasing in the United States, as are more traditional programs in second-language learning in elementary schools. In fact, 25 percent of all U.S. public and private elementary schools offered foreign language instruction in 2010, according to

the Center for Applied Linguistics. (para. 4)

Students' communication abilities can be enhanced by second language and/or multi-language education (Varghese & Park, 2010). For all second language education, culture is a necessary component in understanding background and foundational concepts. In addition to the meaning of words, structure of sentences, and reading and writing skills; language carries values, beliefs, behavioral patterns, and communication styles deeply rooted in the nation's culture. The inclusion of culture in second language education strengthens students' communication ability in the target language while expanding the scope of knowledge, in turn solidifying content learned in the classroom. Paige, Jorstad, Siaya, Klein, and Colby (2003) emphasized the inclusion of culture in secondary language education was documented by language educators over the past 4 decades. According to Thanasoulas (2001), foreign language learning includes grammatical competence, communicative competence, language proficiency, and the attitudes towards one's own or another culture.

Problem and Purpose of the Study

In recent years, many professional associations such as the American Association of Teachers of French (AATF) made attempts to establish culture-learning standards (National Standards in Foreign Language Education Project, 1999). The American Council on the Teaching of Foreign Languages (ACTFL, 2015) listed the standards for learning languages as the 5Cs: Communication, Cultures, Connections, Comparisons, and Communities; described as,

The five "C" goal areas stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences. (p. 2)

The five Cs were illustrated as five interconnected rings, which demonstrated the connectedness of the cultural standards as displayed in Figure 1.



Figure 1. The Five C's of Foreign Language Study. From *Standards for Foreign Language Learning in the 21st Century* (p. 32) by National Standards in Foreign Language Education Project, 1999, Yonkers: NY. Copyright 1999 by American Council on the Teaching of Foreign Languages. Reprinted with permission (Appendix A).

The national standards, seen in Figure 1, provided a framework for teachers to use in foreign language education, yet no guidelines existed to reach the framework's goals. A lack of research existed on the effects of implementing cultural aspects in immersion classrooms. Pauchulo (2005) stated, despite the importance of the inclusion of culture, many authors agreed cultural aspects were still lacking in foreign language classrooms.

Conceiving culture as one of the five essential aspects of language learning, the development of cultural knowledge and understanding is an important goal articulated in the National Standards. In reality, how culture is taught and learned in the language classroom is not so clear. (Zhu, 2012, p. 15)

In a comprehensive review of the culture-teaching field, Paige et al. (2003) found only 289 articles focusing on cultural inclusion in second language education. Very little research

existed on the impact of culture learning in second language education programs (Lawrence, 2010).

The national standards include the Standards for Chinese Language Learning as communicate in Chinese, gain knowledge and understanding of the cultures of the Chinese-speaking world, connect with other disciplines and acquire information, develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world. There are two goals for gaining knowledge and understanding of cultures: “Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world; and students demonstrate an understanding of the relationship between the products and perspectives of the culture of the Chinese-speaking world” (National Standards in Foreign Language Education Project, 1999, p. 114). “These standards indicate the goals for foreign language teaching, yet, they fail to identify what linguistics aspects and cultural norms should be taught for the learners” (Li, 2016, p. 118).

According to Lin (2017), there was little research on the application of the standards on Chinese learning and teaching. Currently, one prominent education objective in the U.S. is the promotion of students’ global competence. Li (2016) offered that global competence demands individuals acquire in-depth appreciation of cultural diversity. Thus, the purpose of this action research study was to investigate the impact of integrating culture into classroom teaching in a Chinese immersion program.

Problem Context

The researcher, a teacher in a Chinese immersion program, worked with many students and peer teachers who were engaged in Chinese teaching and learning. The research site was a K-8 language immersion school with four language immersion programs in the elementary

school (Chinese, French, German, and Japanese) and five language immersion programs in the middle school (Chinese, French, German, Japanese, and Spanish) as well as nonimmersion programs. The Chinese program was implemented in 2006, and there were 13 Chinese teachers and three Chinese teacher assistants at the time of the study; all had Chinese backgrounds. There were 249 Chinese immersion students in elementary school and 89 in middle school. Students from fifth to eighth grades had the opportunity to take part in an exchange program. The students were from various cultural and ethnic backgrounds. The Chinese immersion program implemented a Chinese curriculum based on the North Carolina Standard Course of Study and the World Language Standards (Jacobson, 2013), and students used Chinese textbooks to promote Chinese literacy. Along with learning the characters and grammar, students were exposed to cultural activities, such as Chinese New Year celebrations and Mid-Autumn Festival celebrations at school. In the classroom, however, a need existed to incorporate more thoughtful and targeted experiences related to culture into the curriculum.

Ji Nan Chinese (2006) and *Langlang Chinese* (2011) were the texts used for kindergarten to fifth-grade students. Students were evaluated for the mastery of the four skills of Chinese listening, speaking, reading, and writing at each grade level. In conjunction with the school assessment, first- and second-grade students completed the standardized Youth Chinese Test (YCT) yearly. Jacobson (2013) conducted an evaluation of Chinese immersion programs and concluded that Chinese immersion programs are successful as currently designed, yet, based on research, recommended more Chinese teaching materials be created. For future research, Jacobson (2013) recommended investigating the effectiveness of language immersion instructional environments within different program settings.

As a decade long Chinese immersion teacher, the researcher experienced the growth of

the Chinese immersion program year after year. High performance among Chinese immersion students in both the content area and Chinese language led the researcher's site to become a model of immersion language learning for other schools in North Carolina. Based on the Standards for Chinese Language Learning however, students at the site should be exposed to more elements of the culture in order to gain knowledge and understanding of the culture of the Chinese-speaking world. The YCT scores, provided in Appendix B, revealed that students earn better scores in listening than in reading. The researcher attempted to immerse students culturally as one of the strategies to improve student learning in hopes to increase the students' reading scores. Language proficiency involves the ability to read proficiently while also understanding the complexities of the written words. The research site offered a unique position for the researcher to practice strategies of incorporating more culture activities into second language learning and then observe the effects of those activities.

Conceptual Framework

The relationship between language and culture. Vygotsky (1962) suggested, "Language and culture are highly related with each other and inseparable" (p. 107). According to Huang (2003), language and cultural content must be integrated. The language and cultural goals should be clearly integrated in a content-based classroom. Opportunities for both cultural learning and language development learning should be provided (Huang, 2003). Culture is the background and foundation of a language; along with the linguistic structures of words, sentences, and grammar, the real meaning of a language is rooted in the target culture. Tang (2006) described, "culture as a source of meaning also comprises complicated knowledge structures. Whereas some are specific, observable, and easily expressible, others are tacit and invisible, resisting an easy explanation and defying culturally uninformed emulation by

outsiders” (p. 87). According to Hammerly’s (1985) research, there are three types of culture: achievement culture, informational culture, and behavioral culture. Achievement culture and informational culture mostly refer to the achievements in history by a civilization, for example, arts, literature, philosophy, etc.; while behavioral culture refers to beliefs, communication protocols, behavioral patterns, habits, manners, etc. in a community (Hammerly, 1985).

Other theories were developed to support emphasis on culture as an integral part of language learning (Zhu, 2012). Researchers and language teachers became increasingly aware language cannot be learned without considering the culture of the community in which it is used (Wu, 2006). According to Byram (1989), the integration of language and culture learning develops students’ cultural competence. According to Zhu (2012), the AAFT proposed a Cultural Competence Chart in 1996 that described stage one as elementary, stage two as basic intercultural skills, stage three as social competence, and stage four as socioprofessional capability. Zhu (2012) reported,

This four-stage Cultural Competence Chart emphasizes a close correlation between the cultural tasks and pertinent linguistic tasks in each developmental stage, which make the guidelines feasible to implement in teaching different languages. Also, similar to the levels of the ACTFL proficiency guidelines, in which the global characterizations of integrated performance in each of the four major language skills—speaking, listening, reading, and writing—are presented and arranged in a hierarchical order, the history of theorizing about culture learning and teaching at this stage tended to create a hierarchy of cultural competence that was linked with pertinent language proficiency. (p. 19)

According to Ilieva (1997), language created a discourse requiring cultural competence of the student in order to be understood. Therefore, cultural instruction is essential for an in-depth

understanding of language. Buttjes and Byram (1991) stated language and cultural teaching cannot be separated. Wu (2006) emphasized more and more language teachers have become aware that language should be taught with the culture of the community in which it is used.

Kramersch (1993) stated culture is created and enacted through the dialogue between students and between teacher and students in the foreign language classroom. Zhu (2012) defined culture learning as “a dynamic process in the language instruction context that both elicits instances of language use and also serves as a site for constructing cultural knowledge and understanding through language use” (p. 77). According to the National Standards in Foreign Language Education Project (1999), students should be educated linguistically and culturally to communicate successfully in a pluralistic society and abroad. The national standards encourage learners to integrate learning experiences in the context of local communities of the target language. Besides the two explicit standards listed under the culture standards, the incorporation of culture can also be found under the standards of connections and comparisons. “Interrelatedness can be viewed as one of the most important characteristics of the National Standards” (Du, 2008, p. 66). The role of culture, defined in the national standards, links culture to each of the other elements of the model. The national standards emphasize the interrelatedness of culture with other elements. Culture is defined using three components: practices, products, and perspectives; commonly referred to as the 3P culture framework.

Benefits of cultural inclusion in Chinese language learning. In addition to understanding the language itself, understanding the supporting culture enables students to apply the language in a more appropriate way. In the Chinese language, for example, there are idioms, pictographic characters, and proverbs from Chinese historical events and social evolutions. Lin (2017) suggested introducing the cultural elements to the teaching process may raise students’

interest in learning Chinese, commenting,

Reading idiom stories helps learners understand the moral of each idiom and various aspects of Chinese culture. This type of reading text is different from others as it exposes students not only to the language but also to the culture, which is crucial for achieving the pedagogical goal of teaching language and culture. (p. 43)

Language is used in specific situations in the real world, where cultural protocols, body languages, and tones of speaking play important roles. Tang (2006) noted that learning culture helps students approach different behaviors from the target culture's perspective.

Understanding culture may assist students in understanding the meanings of words. Besides differences in communication styles, there are differences in behavioral patterns as well. For example, when Chinese people receive gifts, they do not usually open them immediately. Instead, they may say, "You shouldn't have done this." What is underlying this behavioral pattern is Chinese culture emphasizes value of the friendship more than the materials. Opening a gift immediately can sometimes be interpreted as a sign of materialism—forgetting the real meaning and deep value of friendship, while in Western culture, not opening the gift might be interpreted as not appreciating the gift, a negative sign. What is more, the sentence, "you shouldn't have done this," should by no means be interpreted as a criticism. Instead, in that specific scenario, the true meaning is, "I appreciate you went out of your way to get me this." Understanding culture may help students further understand the meaning of words.

Incorporating culture in teaching language content prepares students to interact with people in the target culture appropriately. Cultures carry specific, and sometimes unique, behavioral patterns and interaction protocols. Without the understanding of such patterns and common habits, one may interact with people as a complete outsider, even with perfect

understanding of the linguistic meanings of language elements used to communicate. An appropriate level of cultural education may contribute to avoiding such problems. Along with linguistic structures of words, sentences, and grammar, the real meaning of a language roots in the target culture.

Professional Significance of the Problem

Linnell (2001) suggested,

naturally occurring conversation inside or outside language classrooms, as well as other language texts, can provide many opportunities for making Chinese cultural values and beliefs explicit. These are often an accessible, although an underused, resource for both teachers and researchers alike. (p. 71)

Creese and Blackledge (2010) proposed providing context in the classroom for students to participate in dialogs, discussions, and storytelling to support in the development of connections between social, cultural community, and linguistic domains, encouraging student engagement in learning.

While much literature was devoted to the discussion of effects of cultural exposure on second language learning outcomes, most halted at the abstract analysis level or focused on segregated examples of language and culture elements. Little data existed to support the hypothesis of a positive outcome linked to second language learning from cultural exposure. Literature systematically investigating effective teaching methods involving cultural elements was lacking; the study intended to address this deficiency in research.

Due to China's growing economy, Chinese has become a more and more popular choice in second language education in North America. The benefits and complications investigated in the literature were drawn from the researcher's personal experience as a Chinese immersion

teacher. The researcher believed the same ideas and methods were applicable in teaching other second languages as well.

Audience

The intended audience for this work includes individuals interested in the teaching and learning of a second language, particularly Chinese; including Chinese teachers, students, parents of Chinese learners, and potentially community leaders.

Research Questions

This action research study attempted to explore current practices and strategies of including culture into a second grade Chinese immersion classroom and analyzed the impact of cultural inclusion on students' second language learning performance. The guiding question was, "How does cultural element introduction in classroom teaching impact students' learning of Chinese?" This question was further explored through the following research questions:

1. How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning?
2. What are parents' perceptions of the impact of including cultural elements in Chinese language teaching in a language immersion program on their children's understanding of Chinese?

Action Research

Ferrance (2000) stated, "action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research" (p. 1). Action research focuses on the involvement of teachers in their own environments (Borg, 1981). Kock (2011) stated that action research aims at both improving the subject of the study and generating knowledge. Ferrance (2000) noted, there are five phases of inquiry: identification of

problem area, collection and organization of data, interpretation of data, action based on data, and reflection. Steps in action research can be understood as a cycle, displayed in Figure 2, based on the “Action Research Cycle” figure by Ferrance (2000).

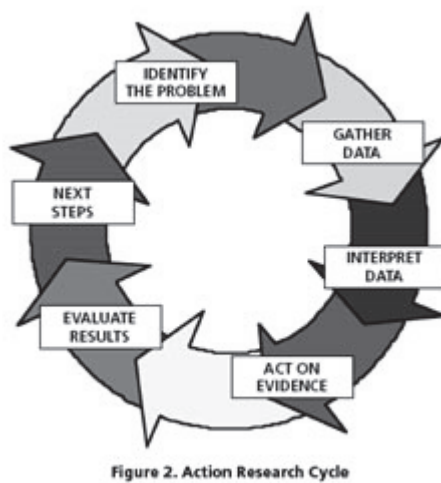


Figure 2. Action Research Cycle. From Action Research (p. 9) by E. Ferrance, 2000, Providence: RI. Copyright 2000 by Northeast and Islands Regional Educational Laboratory. Reprinted with permission (Appendix A).

Glickman, Gordon, and Ross-Gordon (2018) declared the purpose of action research, illustrated in Figure 2, is to solve practical problems to improve practice. Usually, the approach to action research is a problem-solving approach described by Glickman et al. (2018):

A problem is identified, needs assessment data are gathered to find out more about the problem, an action plan is designed to solve the problem, the plan is implemented, and evaluation data are gathered to determine what progress was made and what revisions in the action plan might be needed. (p. 375)

In addition to the traditional problem-solving approach, there are three other approaches to action research: interpretive action research, critical action research, and appreciative inquiry (Glickman et al., 2018). Interpretive action research is intended for teachers to understand

phenomena in schools. Critical action research examines operations that might be supporting inequity. Appreciative inquiry focuses on how individuals think, consisting of five phases: define, discovery, dream, design, and destiny (Glickman et al., 2018).

Given the purpose of the study, to examine the impact of culture on second language learning, the researcher engaged in interpretative action research. The researcher conducted an action research case study within a second grade Chinese immersion classroom. In order to study the impact of culture teaching on second language learning, the researcher incorporated additional culture elements to the current teaching methodology. The additional culture elements included taking students to shop at a Chinese store, making dumplings in the classroom, conducting a student calligraphy show, introducing Chinese idioms, participating in a storytelling show, and reciting Chinese poems in the classroom. All of these cultural elements were related to the content of the Ji Nan text, outlined in Appendix B, students learned and were also aligned with the 3P framework which is explored further in Chapter 3.

Mixed methods. A mixed methods design was used in this action research study. Mixed method studies examine at least one quantitative and qualitative method to collect data (Creswell, 1999).

Mixed methods involve combining or integration of qualitative and quantitative research and data in a research study. Qualitative data tends to be open-ended without predetermined responses while quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments. (Creswell, 2014, p. 14)

To investigate the impact of this action research on students, the researcher first recorded the students' Unit 1 test scores upon completion of the Unit 1 instruction. Next, culture elements were introduced during Unit 2 instruction. The researcher then collected students' Unit 2 test

scores at the completion of Unit 2. Data were also collected from entries in students' journals completed during Unit 2 to investigate the impact of inclusion of culture elements in second language learning.

Quantitative data were collected from students' unit tests, students' journal entries, and Likert scale items on the parent survey. Qualitative data were collected from open-ended item responses on the parent survey as well as parent interviews.

Definition of Key Terms

Culture. The National Standards in Foreign Language Education Project (1999) defined culture in foreign language education as the integration of three interrelated components: “the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible— of a society” (p. 47).

Target language. The language targeted in second language education programs.

Dual language education. Dual language education is a form of bilingual education in which students are taught in two target languages.

Heritage Chinese children. Children who were in a Chinese-speaking country or raised in a home where Chinese is spoken.

Language immersion. Language immersion is an approach in foreign language instruction where the students are taught in a target foreign language.

National standards. The National Standards in Foreign Language Education Project (1999) published *Standards for Foreign Language Learning in the 21st Century* in 1999. The standards list five goal areas, known as the 5Cs: Communication, Cultures, Connections, Comparisons, and Communities.

Youth Chinese Test. Youth Chinese Test (YCT) is an international standardized test of

Chinese language proficiency. It assesses students' ability to use Chinese in their daily and academic lives (Confucius Institute Headquarters, 2014, para. 2).

Limitations of the Study

Price and Murnan (2004) stated, "limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research" (p. 66). Limitations are common obstacles in research. This research was conducted in a language immersion school, the only immersion school in the district. The number of Chinese immersion students who participated in this action research was limited, therefore, caution should be taken when generalizing conclusions to other populations. The survey results reflected the current state of teaching and learning practices; such practices may change over time to improve effectiveness of teaching and learning processes. Due to time limitations, the trend of such changes was not covered in this study.

Delimitations of the Study

This study was an action research case study at the researcher's site. The researcher administered surveys to the students' parents in order to gather various perspectives. Based on the content of the textbooks, the lesson plans were developed to include new cultural elements incorporated in the current instructional practices. Since the context of this study was centered on action research, the choices of the researcher may have affected the results.

Summary

The ACTFL set goals for foreign language learning: communication, cultures, connections, comparisons, and communities; and proficiency guidelines are accepted as a standard measurement. According to the ACTFL standards, culture was defined as three interrelated components: the perspectives, the practices, and the product. To meet the goal for

culture, learners used the language to investigate, explain, and reflect on the relationship among the practices, products, and perspectives of the cultures studied (National Standards in Foreign Language Education Project, 1999). The researcher used the 3P culture framework to guide this action research. Chapter 2 consists of a review of literature on language and culture and the theories of culture and foreign language learning. Chapter 3 explains the study methodology, providing supportive literature, and details the study procedures conducted. Chapter 4 displays and analyzes the data collected, while Chapter 5 expounds upon the study conclusions, connections to literature, implications for practice, and suggestions for future research.

Chapter 2: Literature Review

The purpose of the study was to investigate the impact of integrating culture into classroom instruction in a Chinese immersion program. This chapter provides an overview of the literature on the historical and current status of Chinese language schools in the United States, language program models, and culture aspects of language.

History and Current Status of Chinese Language Schools in the United States

In the late 19th century, Latin was the popular foreign language in the United States (Watzke, 2003). German was the most popular foreign language studied in the early part of the century following Latin, and French was the second most popular language, with its peak in 1933 (Access ERIC, 1998). After World War II, Spanish became the first modern language to surpass Latin (Watzke, 2003). Japanese language at the K-12 level had the highest enrollment growth of any other foreign languages in the United States during the mid-1980s and 1990s (Xu, 2015).

Chinese language instruction was introduced in the United States in the latter part of the 19th century. The instruction was primarily for college and Chinese heritage students until World War II. According to Liu (2003), more than 50 Chinese language schools were established on the west coast by the end of the 1920s. During the Pacific War, the U.S. government developed East Asian culture and language training programs for military personnel who would serve in the Far East. These programs assisted in the development of the Chinese curriculum (Li, 2016). The state of Chinese language instruction changed after the passage of the National Defense Education Act of 1958. The National Standards in Foreign Language Education Project (1999) stated that “under Title VI of that Act, the federal government encouraged students to study the less commonly taught language, including Chinese” (p. 118). Increases in Chinese instruction

offerings in the U.S. led to expansion in the number of students learning Chinese in the 1980s. According to the United States Census, from 1980 to 2010, the immigrant Chinese population increased by 55.7%. After which, Chinese education underwent remarkable development (Li, 2016). Since 2006, the federal government invested funding for critical languages such as Arabic, Russian, Chinese, Hindi, and others, through the National Security Language Initiative (Powell & Lowenkron, 2006).

After the Chinese language was promoted to a critical language status by the federal government in 2006, many state governments recognized the study of Chinese language and culture as an economic competitiveness strategy to develop global competence for citizens (Li, 2016). An ACTFL enrollment study determined that by 2007-2008, 8.9 million students, representing 18.5% of K-12 public school students, were enrolled in foreign language courses. Chinese reached 59,860 students, representing 0.67% of enrolled students. Chinese language experienced the largest percentage of growth from 2004 to 2008, increasing by 195% (American Council on the Teaching of Foreign Languages, 2015). Pufahl and Rhodes (2011) noted that in schools with foreign language programs, only 3% of elementary and 4% of secondary schools offered Chinese language as a choice in 2008. Data collected by the Asia Society (2015) indicated there were 468 K-12 level Chinese programs in the United States including public/private and after-school programs. Among them, Massachusetts had 57 Chinese programs, second to California, which had 72 Chinese programs. The College Board organized the first year AP Chinese examination in 2007 (Li, 2016). The College Board has also worked with the office of Chinese Language International Council, known as Hanban, to support the development of Chinese programs in K-12 schools (Li, 2016).

Textbooks in K-12 Chinese Programs in the United States

Chinese textbooks in the U.S. Various texts can be used in the United States in Chinese language instruction. *My First Chinese Words and Chinese Reader*, *Ma Li Ping*, and *Jinan Chinese* were the most popular texts in elementary and secondary programs (Li, 2016), with increased choices in high school and college. In the immersion programs, *Ji Nan Chinese* was the most popular text, though *American Chinese*, *My First Chinese Word*, and *Easy Chinese* were also popular choices. According to Li (2016), *Ji Nan Chinese* was designed for heritage Chinese children; *American Chinese* was designed for children living in America; *My First Chinese Word* and *Easy Chinese* were designed for nonheritage children.

Chinese textbooks of the research site. The textbooks that were used during the research study were *Ji Nan Chinese* and *Langlang Chinese*. Along with Chinese characters, grammar, and other linguistic aspects, social ideology was also reflected in the texts.

Ji Nan Chinese. There were 12 books in *Ji Nan Chinese*. First-grade students used book one; second-grade students used book two; and the textbook continued to be used through Grade 5, which used book five. There were four units within each book. The contents of book two are summarized in Appendix C. The textbook introduced the concept of a well-behaved child from the Chinese perspective. It taught that the child should have good manners which included respecting elders, loving the family, and helping parents with housework such as cleaning the home, feeding the cat, and washing clothes. The traditional holidays such as Chinese New Year and Mid-Autumn Festival were introduced. Some contents were introduced in the terms of geography.

小朋友，讲礼貌，	Little kids, have manners,
礼貌用语记心里。	Remember the good words in your heart.

做个有礼貌的好孩子。 Be a good kid with good manners.

Example (Ji Nan Chinese, Book 2, Lesson 4, p. 24)

我是一个小学生, I am an elementary student,

可是你别说我小。 Don't say I am too young.

我会收拾小房间, I can clean my room,

还会洗衣和洗澡。 I can wash my clothes and take a bath.

小猫饿了我会喂, I can feed the kitty,

我会做的事真不少。 I can do a lot of things.

Example (Ji Nan Chinese, Book 2, Lesson 6, p. 39)

长江是中国最长的江, The Yangtze River is the longest river in China.

黄河是中国的母亲河。 The Yellow River is China's mother river.

它们从西流到东, Both of them flow from west to east.

哺育着中华大地。 They nurture China.

Example (Ji Nan Chinese, Book 2, Lesson 11, p. 79)

云云: 我哪儿都不去, 想帮妈妈做点儿家务活。 Yun Yun: I don't want to go

anywhere. I want to help my mom with some chores.

(Ji Nan Chinese, Book 2, Lesson 12, p. 86)

The textbooks at the intermediate and advanced levels encouraged students to learn about the history and stories from the perspective of Chinese society. There were lessons about famous individuals whose successful stories revealed an understanding of success in the Chinese

community: The individual had ambitions starting at a young age, worked very hard and had a strong commitment towards his ambitions, and finally became a successful person who contributed to the society in positive ways. Hard work was emphasized as the key for success in those stories (Li, 2016).

Langlang Chinese. There were three levels in *Langlang Chinese*: beginner, intermediate, and advanced. There were six books in the beginner level, and each book included book A and book B. The kindergarteners used book 1A and 1B, first graders used 2A and 2B, and this pattern continued until the fifth graders used 6A and 6B. There were six units in each book. *Langlang Chinese* taught about an ideal social moral concept of being a good student in the Chinese community. The books focused on the students' lives and expressions, teaching the importance of a healthy lifestyle. It also taught the concept of having morals, such as being brave and having loving and healthy relationships with one's family (Li, 2016).

History and Current Status of Dual Language Programs in North Carolina

A dual language education program is an education program in which students are taught with literacy and academic content in English and a partner language (Center for Applied Linguistics, 2018). The U.S. Department of Education (2015) declared, "dual language programs aim to help students develop high levels of language proficiency and literacy in both program languages, attain high levels of academic achievement, and develop an appreciation and understanding of multiple cultures" (p. viii). Dual language models include two-way dual language programs and one-way dual language programs. In two-way programs, the native language and partner language are used. In one-way programs, only the partner language is used.

The first two-way dual language program began in 1997 in Charlotte, North Carolina and

experienced a tremendous increase in numbers of new immigrants in 2 decades; and North Carolina has been on the leading edge of a national trend toward dual language immersion (American Councils for International Education, 2018). “There are now 130 programs featuring seven languages in 33 school districts across the state; 70 of these programs in Spanish, but a growing number (11) are Chinese” (American Councils for International Education, 2018, p. 19).

North Carolina had four different models of dual language/immersion programs: bilingual, full immersion, partial immersion, and two-way. According to the American Councils for International Education (2018), there were 12,273 students, Chinese had the fourth highest enrollment of the 17 languages offered in 2014, and over 20,000 students were currently enrolled in dual language programs. There were also 10 Chinese immersion programs in North Carolina (American Councils for International Education, 2018).

Foreign Language Program Models

According to Xu (2015), there were three major types of foreign language program models in United States elementary schools: Foreign Language in the Elementary School (FLES), Foreign Language Exploratory Program (FLEX), and immersion/dual language programs.

FLES. FLES is an approach to language learning that allows students to develop basic communicative skills in a language while reinforcing and enriching content in other disciplines (Fairfax County Public Schools, 2019). A brief introduction to a FLES class is described as three to five classes lasting from 20 to 50 minutes each with a progressive development of listening, speaking, writing, reading, and culture language skills (Access Eric, 1998).

According to Andrade and Ging (1988), the goals of the FLES models were to develop functional proficiency in the second language to understand the target cultures. Many present-

day FLES programs have integrated thematic instruction.

FLEX. According to Xu (2015), the “FLEX program is an introduction to one or more foreign cultures and languages as a general concept” (p. 31). Foreign language was taught once or twice per week, and the class lasted from 20 to 30 minutes. The FLEX goals were developed to increase mindfulness and appreciation of foreign cultures while striving to encourage students’ future language studies (Andrade & Ging, 1988).

Immersion/dual language programs. “Foreign language immersion is an approach to teaching another language that involves immersing students in the target language throughout the school day” (Lenker & Rhodes, 2007, p. 1). The immersion model began with French immersion programs. In the 1960s, the first French immersion program was created in Canada (Chao, 1993). Foreign language immersion programs first appeared in the United States in 1971, gradually spread across the country, and are viewed by educators and parents as a highly effective way of teaching foreign languages to children (Curtain & Dahlberg, 2004).

In fact, due to the academic achievement of immersion students being comparable to students educated through their native language, immersion programs are regarded as highly successful by researchers, educators, and parents, despite evidence of certain linguistic shortcomings. (Genesee, 1994, p. 2)

There was a growth in the percentage of foreign language immersion education programs offered in elementary schools from 2% to 8% between 1987 and 1997 (Branaman & Rhodes, 1998). Immersion programs offering Chinese experienced one of the most rapid growths in the United States’ language education programs (Met, 2012). There were two main types of immersion programs: total immersion and partial immersion.

Total immersion. Total immersion programs included all subjects in the lower grades

(K-2) taught in the target language; instruction in English usually increased to 20-50% in the upper elementary grades (3-6), depending on the program. Initial literacy instruction was provided in the target language (Center for Applied Linguistics, 2018).

The first Chinese (Mandarin) immersion school in the U.S. was San Francisco's Chinese American International School, which opened in 1981; and the first public Chinese immersion program was launched at Potomac Elementary School in Maryland in 1996 (Weise, 2013). The Chinese immersion program numbers continued growing as illustrated in Figure 3.

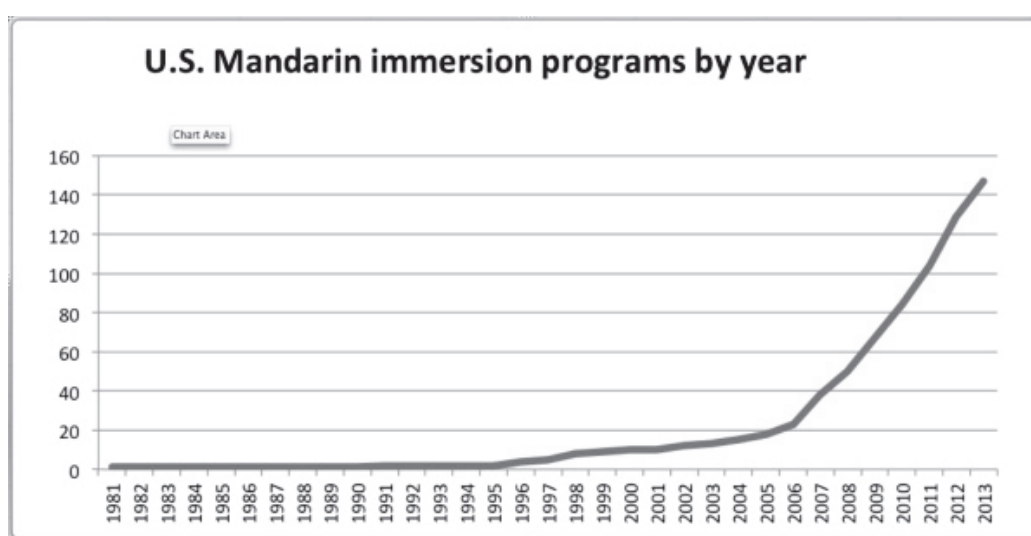


Figure 3. Chinese Immersion Programs in the United States. From *Mandarin Immersion Schools in the United States in 2014* (p. "Year-by-year") by E. Weise, 2013. Copyright 2013 by Weise. Reprinted with permission (Appendix A).

Figure 3 demonstrates there were 147 Chinese immersion schools in 2013; and as of 2018, the number had grown to 255 (Weise, 2018, para. 1).

Partial immersion. Partial immersion programs incorporated approximately 50% of instruction in the target language (Center for Applied Linguistics, 2018). Students became bilingual, bi-literate, and bicultural and were academically proficient in both the target language and English, though not as fluent as in the full immersion program. According to Bostwick

(1999), the partial immersion programs were popular in the U.S.A.

Although many of the first programs in the US were early total immersion-modeled after the Canadian programs —most school districts soon began adopting partial immersion.

This was often done out of parents' concern over the possible negative effect total immersion might have on primary (first) language development. This trend towards partial immersion programs appears to be reversing in recent years with many of the newly established programs opting for the total immersion model. (Bostwick, 1999, p. 21)

Definition of Culture

The concept of culture is difficult to define. More than 160 distinct definitions of culture have been identified (Ting-Toomey, 1999). Despite continued efforts to define it, researchers have yet to develop a single agreed-upon definition (Tang, 2006).

According to Goncu Berk (2013), the earliest use of the term culture belongs to anthropologist Edward Tylor. According to Tylor (1871), culture is a “complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society” (p. 1). According to Geertz (1973), meanings of symbolic forms and interpretations are what make up a culture, and culture is a form of shared meaning and understanding within which people live. Kroeber and Kluckhohn (1952) published a list consisting of more than 150 different definitions of culture. Additionally, the researchers noted,

Culture consists of 13 patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional

(i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action. (Kroeber & Kluckhohn, 1952, p. 181)

John Bodley “gathered diverse definitions of the term from Kroeber and Kluckhohn in the form of a table by grouping under topical, historical, behavioral, normative, functional, mental, structural, and symbolic definition categories” (Goncu Berk, 2013, p. 13). Goncu Berk (2013) concluded, “according to the anthropologic definitions, culture is shared meanings embedded in symbolic forms which may be implicit and explicit” (p. 14).

According to Paige et al. (2003), more fluid definitions of culture include behaviors, products, societal membership, and personal interactions. “According to Hofstede (1991) culture is a system of shared beliefs, values, customs, behaviors, and artifacts adopted and transmitted by members of a society from generation to generation through learning” (Goncu Berk, 2013, p. 15). Schein (1999) defined culture using three levels: artifacts, espoused values, and assumptions. The artifacts included language, technology, products, myths, or stories, which are easy to observe but can be difficult to decipher. Espoused values are conscious goals and philosophies. Assumptions are the actual values, which are different from the espoused values (Schein, 1999). Goncu Berk (2013) defined culture as the following:

Culture is a shared social phenomenon including explicit (arts, artifacts, religion, language, traditions, attitudes, folklore) and implicit patterns (values, beliefs, morals, ideals, norms) that bind group of people who were conditioned by the same historical, economic, political and educational contexts within a national border. (p. 22)

Pauchulo (2005) stated that although some progress has been made to define culture, there are many debates on how to define culture and if culture should be defined at all.

Researchers have concluded that culture may be too multifaceted to be statically defined, and focus should be placed on including culture as a main aspect of the foreign language classroom (Byram, 1989; Byram & Morgan, 1994; Robinson, 1988; Seelye, 1993).

Culture was categorized as big C culture and little c culture in foreign language education. Big C culture was defined as formal visible cultural aspects such as literature, art, and social institutions; and the little c culture as deep underlying cultural aspects such as beliefs, values, and world views (Pauchulo, 2005). The ACTFL listed the standards for foreign language learning in the 21st century in 1999. The five standards for the foreign language learning are Communication, Cultures, Connections, Comparisons, and Communities.

Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights in a culture that are available in no other way. In reality, then, the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language. (National Standards in Foreign Language Education Project, 1999, p. 48)

According to Zhu (2012), the National Standards defined the concept of culture in foreign language education as the three interrelated components: the philosophical perspectives, behavioral practices, and tangible and intangible society products, commonly called the 3P culture framework. The goal of culture inclusion is to interact with cultural competence and understanding, described as,

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (American Council on the Teaching of Foreign Languages, 2015, para. 2).

Cultural Models

Many models have been developed to visualize the constructing elements of culture: the iceberg model by French and Bell (1999), the onion model by Hofstede (1991), and the triangle model by Schein (1999), to name a few. The National Standards in Foreign Language Education Project (1999) defined culture as three components: products, practices and perspectives, the 3P model.

The iceberg model. The iceberg model is one of the most well-known cultural models. The iceberg metaphor for culture demonstrates that part of the iceberg is visible, part of it submerges with the tides, and its foundations go deep beneath the surface, as demonstrated in Figure 4.

The Iceberg model of culture by French and Bell defines culture as composed of explicit, clearly visible top layer and implicit, invisible bottom layer. The top layer of culture refers to symbols such as artifacts, laws, written rules and procedures, behaviors and rituals. The bottom layer, which is much larger than the top layer is composed of norms, values, habits, beliefs, attitudes and customs which are not directly visible. (Goncu Berk, 2013, p. 15)

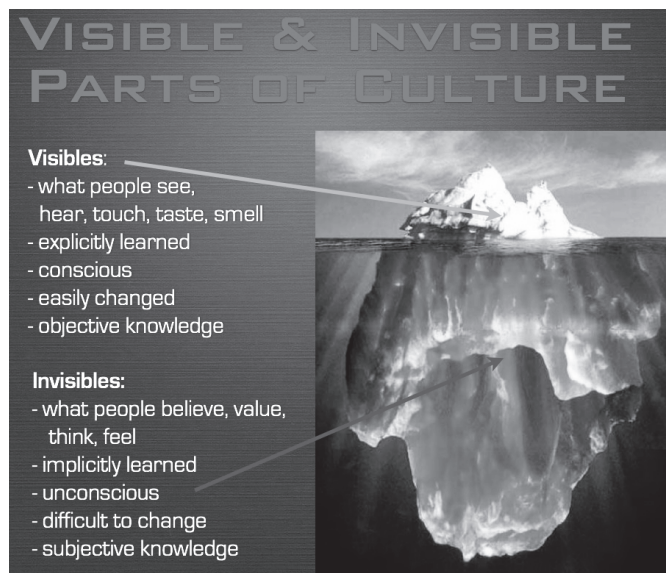


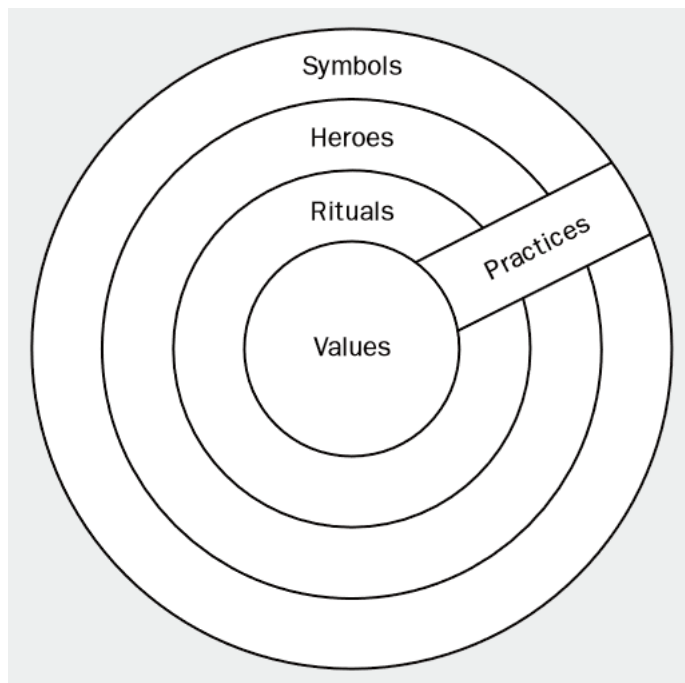
Figure 4. French & Bell's Iceberg Model. From *Wanted: A 21st Century Metaphor to Explain Culture* (para. 3) by C. Hoferle, 2013. Copyright 2013 by Hoferle. Reprinted with permission (Appendix A).

Figure 4 exhibits the seen and unseen aspects of culture from the iceberg model.

The onion model. The onion model is another metaphor used to demonstrate culture. “Hofstede uses the onion metaphor to illustrate culture in a model composed of several layers from core to the periphery as values, ritual, heroes, and symbols” (Goncu Berk, 2013, p. 15). Figure 5 presents the graphic of the onion model.

According to this view, culture is like an onion that can be peeled, layer by layer to reveal the content. The core of the culture is formed by the values which are broad tendencies in a continuum of a plus and a minus side such as evil and good. The next level in composition of a culture is rituals which are socially collective activities like religious ceremonies. Heroes are imagined, alive or dead characters who serve as role models and represent ideals in a culture. Symbols refer to words, images, objects and gestures that carry a particular meaning in a culture. As new symbols are created old ones disappear.

(Goncu Berk, 2013, p. 16)



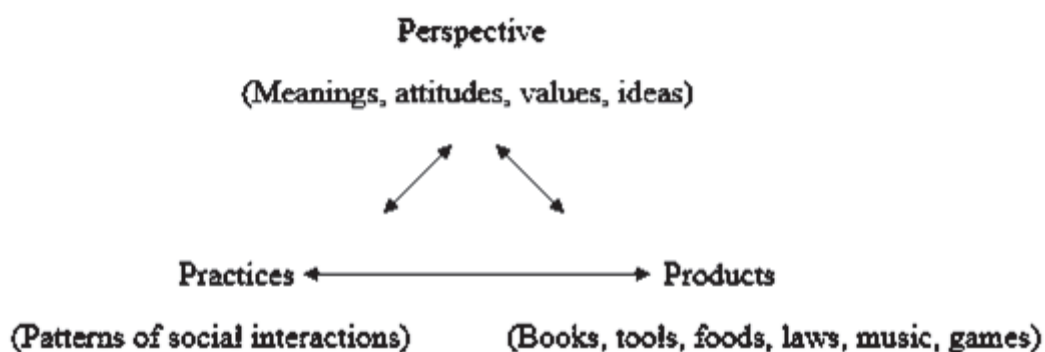
*Figure 5. Onion Model. From *Culture and Organization: Software of the Mind* (p. 8) by G. Hofstede; G. J. Hofstede; & M. Minkov, 2010, New York, NY: McGraw Hill. Copyright 2010 by Geert Hofstede BV. Reprinted with permission (Appendix A).*

Figure 5 reveals the layers of culture incorporated in the onion model.

The 3P model. Cultural products are the tangible or intangible creations of a particular culture. They reflect a culture’s perspectives. A painting, a pair of chopsticks, and a piece of literature are examples of tangible products. A tale, a dance, or a system of education are examples of intangible products. Cultural practices refer to patterns of behavior accepted by a society, representing the knowledge of “what to do when and where” (National Standards in Foreign Language Education Project, 1999, p. 50) and how to interact within a particular culture. Cultural perspectives refer to values, beliefs, and ideas that underlie the cultural practices and products of a society, representing a culture’s view of the world. The 3P cultural model is illustrated through the image of a triangle with perspectives at the top and products and practices

forming the base as displayed in Figure 6.

Figure 6. Culture Framework of the National Standards. From *Standards for Foreign Language*



Learning in the 21st Century (p. 47) by National Standards in Foreign Language Education Project, 1999, Yonkers: NY. Copyright 1999 by American Council on the Teaching of Foreign Languages. Adapted with permission (Appendix A).

The triangle model, seen in Figure 6, of the cultural framework exemplifies how products, practices, and perspectives are interrelated and illustrates the relationships among the three elements of culture. The 3P model forms a clear view of culture learning in foreign language education. Among the five goals of the foreign language learning, the culture standards are described as

Cultures: Students gain knowledge and understanding of other cultures:

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Indirect descriptions of culture can also be found in the standards of Connections (3.2) and Comparisons (4.2):

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (National Standards in Foreign Language Education Project, 1999, pp. 50-60)

There are other culture models, as Lange (1999) emphasized the ever-changing nature of culture. Moran (2001) proposed the extended five dimensions of culture: products, practices, perspectives, communities, and persons as depicted in Figure 7.

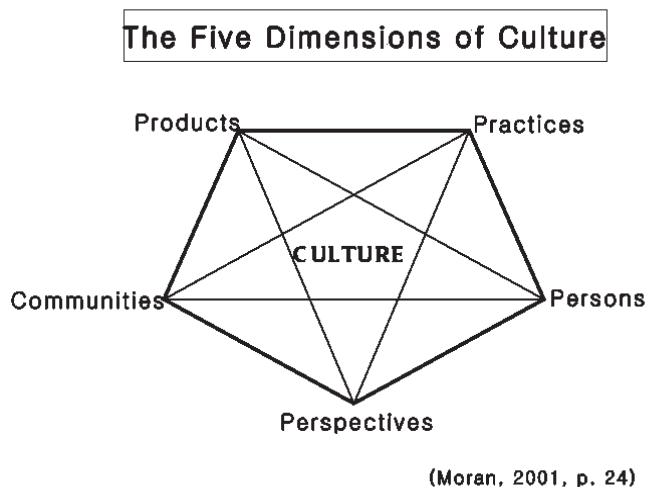


Figure 7. Five Dimensions of Culture. From Teaching Culture: Perspectives in Practice (1st Ed.) (p. 24) by P. R. Moran, 2001, Boston, MA: Heinle & Heinle. Copyright 2001 by Heinle & Heinle. Reprinted with permission (Appendix A).

Figure 7 illustrated the five dimensions of culture as proposed by Moran (2001).

Compared to other culture models, the 3P culture framework provides language teachers as well as language students with a straightforward and convenient template to quickly identify different aspects of culture while never losing sight of the holistic and dynamic nature of the concept (Zhu, 2012, p. 15).

The Challenges in Bringing Culture into Language Learning

While recognizing the benefits and importance of including culture in Chinese language instruction, or a second language in a broader sense, challenges in the implementation process should not be ignored. According to Lin (2017), it is difficult to define culture, so teachers may not know what to teach; how to teach it is another challenge for teachers.

Time. The primary challenge in language learning is time. According to the results of a national survey of elementary and secondary school foreign language instruction, both elementary school and middle school foreign language instruction time decreased significantly from 1997 to 2008. Specifically, elementary school foreign language instruction dropped 6% from 31% in 1997 to 25% in 2008; middle school foreign language instruction dropped 17% from 75% in 1997 to 58% in 2008 (Pufahl & Rhodes, 2011). Zhu (2012) noted, “second language teaching profession is facing a dilemma in fitting culture learning into the language curriculum” (p. 12). According to Stern (1983a), if language instructors focused on teaching linguistic forms, there would be a decrease in the dimension of language use; if the focus is on the target culture, teaching tends to be superficial. According to Wong (2012), “although many students wish to seek a deeper understanding of the culture behind the language, the lack of class time often discourages their pursuits” (p. 74).

Content. The second challenge is the content and culture that should be taught. The lack of an overarching definition presents foreign language teachers with the challenge of determining which components or segments of the target culture should be included in instruction. As a result, culture is viewed as composed of many different parts, some of which are emphasized in the classroom, while others are not. Moreover, this lack of a common definition results in a separation of culture in terms of the fine arts, history, and geography that does not represent the

full range of features involved in a culture (Dema & Moeller, 2012, p. 77). According to Morain (1997), second language learners experienced little difficulty with understanding second language cultural products and practices, however, they had trouble identifying and understanding cultural perspectives. Values, beliefs, and attitudes are intangible, so teachers do not easily introduce these perspectives. According to Barro, Byram, Grimm, Morgan, and Roberts (1991), culture teaching mostly depended on the textbook. The development of curriculum, historically and presently, is based upon the course text, therefore fundamental to culture in language learning (Byram et al., 1991; Jemigan & Moore, 1997; Kramersch, 1988; Kurogi, 1998; Moore, 1999). Textbooks provide linguistic information such as grammar and vocabulary. There are some textbooks that provide the information on culture, usually for advanced learners.

Pedagogy. The third challenge is how to teach. “The teaching of Chinese as one of many foreign languages in the United States encounters difficulties when it comes to incorporation of language and culture teaching” (Lin, 2017, p. 3). As Zhu (2012) stated, “given that culture should be an integral part of second language education, the main challenge language educators face is the comprehensive implementation of the culture standard into their language education curricula” (p. 3). Pauchulo (2005) postulated, one important culture teaching principle was learning foreign culture that entailed developing a greater understanding of the self-culture. There are several culture teaching practices that have been used: the comparison model, culture clusters, culture capsules, newspaper, technology, and drama (Pauchulo, 2005). Through the comparison model, teachers introduced some items from the target culture that differ from the original culture that led to the study on why the differences existed. Through culture capsules, teachers present the target culture materials and students answer questions related to the

materials. Small groups of culture capsules are referred to as culture clusters (Damen, 1987). The use of a newspaper is suggested in culture teaching because a newspaper is considered an authentic material, or product of target culture (Moore, 1999). The use of technology such as video, internet, and other computer-based activities extends culture learning outside of the classroom. Drama and role playing activities can be used to practice for real-life, face-to-face communication. Ethnographic techniques were also suggested by Byram and Feng (2004). These techniques encouraged students to go to the community to learn about the target culture from the target culture members. Paige et al. (2003) reasoned the value of using ethnographic methods is in the process of participating in the target culture with the target culture members.

Cultural differences. The fourth challenge is related to cultural differences or conflicts. “Second language teaching results in practices that directly and/or indirectly shape student attitudes, values and beliefs” (Bodycott, 2006, p. 207). While the teacher is including the culture of the second language into the classroom, each student brings his or her own personal views, learning habits, and thinking processes, which were acquired from the learning of his or her native language. The values, beliefs, behavioral patterns, and communication styles may not be consistent between the two cultures. Thanasoulas (2001) stated, in order to provide a different perspective on the different culture, teachers should identify common ground between cultures. Accepting the foreign culture values can translate into giving up one’s own self (Barro et al., 1991; Damen, 1987; Seelye, 1993). There are debates of whether culture teaching should focus on similarities or differences between the cultures. Some believed highlighting the similarities prepared students to learn the cultural differences later (Robinson, 1988; Seelye, 1993). Others felt emphasizing the cultural differences before teaching cultural similarities would better prepare students to communicate by using foreign language (Damen, 1987; Kramersch, 1993).

“As a mediator, Barro et al. (1991), Dunnett, Dubin and Lezberg (1986), and Gudykunst and Kim (1992) suggested a balance should be found between how much time is spent on teaching cultural differences and similarities” (Pauchulo, 2005, p. 17). The researcher focused on the cultural differences but identified the common grounds of the two cultures as well.

Means to Bring Culture into the Teaching of Chinese

The conventional instructional methods of teaching Chinese are more of a task-oriented process, in which the linguistic items are divided into groups for the student to learn the meaning and then practice application. Upon completing the tasks, the students achieved mastery of the linguistic items and related skills. In order to include culture into the process, task-based training must be complimented by content-based teaching and performance-based learning. According to Smith (2007), “the integration of content and second language instruction provides a sound base for language learning” (p. 32). “Performance-based learning is an approach to teaching and learning that emphasizes students being able to do, or perform, specific skills as a result of instruction” (Schoolcraft College, 2018, para. 1). In content-based teaching, cultural topic discussions are the focus, instead of linguistic knowledge. In performance-based learning, students are asked to act out a dialog or a conversation, instead of memorizing meanings and usages of linguistic elements.

The teaching content. China is a country with more than 5,000 years of history providing a variety of topics that can be utilized in the classroom as the teaching content. For example, fables, legends, stories about commonly used idioms, and the poems in the Tang and Song dynasties can be selectively introduced to the students to support language development. According to Huang (2003), language and cultural content must be integrated. Opportunities for both cultural learning and language development learning should be provided (Huang, 2003).

Classroom interaction. According to Bodycott (2006), teachers display cultural beliefs, attitudes, and values unintentionally toward their literacy teaching. These cultural views are transferred through the language used and the learning environment created. Teachers can turn the implicit cultural transfer into positive influences in classroom teaching. For example, Chinese culture emphasizes respect for elders. Children show filial obedience to elder people and do not call them directly by names. When students have different opinions on a subject, they do not usually oppose or contradict directly. Instead, the idea would be conveyed in an implicit or suggestive way. The teacher can explain these examples of cultural values when guiding classroom activities and interacting with students. In addition to guided classroom activities and interactions, teachers can also foster the atmosphere and habits of using Chinese for daily communications among students. Linnell (2001) stated a benefit of the interaction in class:

Naturally occurring conversation inside or outside language classrooms, as well as other language texts, can provide many opportunities for making Chinese cultural values and beliefs explicit. These are often an accessible, although an underused, resource for both teachers and researchers alike. (p. 71)

Student performance. Including culture into Chinese language classrooms involves performance activities. Native-like performance activities entail speaking, reading, writing, and responding to speech in ways in which Chinese expect people to speak, write, and respond (Everson & Xiao, 2009). Setting up the context in a classroom for students to participate in dialogs, discussions, and storytelling will facilitate making connections for classroom participants between the social, cultural community, and linguistic domains of their lives, thus improving engagement of students in learning, as illustrated in Creese and Blackledge (2010). “If you know a Chinese person well enough, you would probably ask the obvious questions in

greeting. Knowing what they are going to do and then ask exactly that. This is greeting.” (Wong, 2012, p. 77). An example of a common greeting style would be “Where are you heading?” or “Have you eaten yet?”; instead of saying “Good morning” or “How are you?” These are vague greeting questions, with absolutely no intention to poke into one’s personal business or invade privacy. When students act out these greeting scenarios, they will gain more cultural understanding of those greeting questions, hence future misunderstanding in such scenarios can be avoided. Performance activities are not necessarily restricted to the classroom. Students can also perform in school parties held for specific Chinese conventional holidays or celebrations, such as the Chinese Chunjie, which is the biggest national holiday in China. In such cases, students can give a performance at the school level based on the conventions of how Chinese people celebrate the holiday. The performance, for example, singing Chinese songs and stage acting based on Chinese stories or legends, will reinforce what students have learned in the classroom, both linguistically and culturally.

Cross culture education. “Noticing, addressing and valuing the small social differences of children’s interactions, behaviors and choices impacts upon young students’ engagement with the curricula and classroom community” (Zhao, Meyers, & Meyers, 2009, p. 296). Leading students to explore differences and similarities between cultures can help identify areas of potential cross-cultural misunderstandings. A good example of potential cross-cultural misunderstandings would be differences in communication styles. In contrast to the outspoken and direct communication style of Westerners, most often Chinese people choose to communicate in an implicit way, especially when what is needed to be said may have a negative impact. People from other cultures who value clarity and explicitness in speech may understand this as a sign of insincerity or untruthfulness (Tang, 2006); however, in Chinese culture, this

implicit communication style is a sign of sympathy, politeness, or sometimes a display of modesty. In such cases, relying only on linguistic understanding is woefully insufficient, hence the importance of the explanation of such cultural differences, or further, demonstration of implicit communication styles in the classroom. According to Wong (2012), “Culture is essential to the language classroom because it can also generate students’ interest” (p. 72).

Cultural materials and teaching methods for language learning. Although there are many discussions on culture instruction in foreign language classrooms, educators are still searching for effective approaches that allow language teachers to impart culture in ways that promote communication (Dema & Moeller, 2012). According to Huang (2003), language and cultural content must be integrated. The language and content goals should be clearly integrated in a content-based classroom. The opportunities for both cultural learning and language development learning should be provided (Huang, 2003).

Naturally occurring conversation inside or outside language classrooms, as well as other language texts, can provide many opportunities for making Chinese cultural values and beliefs explicit. These are often an accessible, although an underused, resource for both teachers and researchers alike. (Linnell, 2001, p. 71)

According to Everson and Xiao (2009), native-like performance activities can help students in speaking, reading, writing, and responding to speech. According to Creese and Blackledge (2010), setting up a context in the classroom for students to participate in dialogs, discussions, and storytelling can help them to create connections between the social, cultural community, and linguistic domains of their lives. This can promote increased student engagement in learning.

The most prevalent and most widely held theory, the Sociocultural Theory (SCT)

proposed by Vygotsky, views cognition as a social faculty. According to this theory, participation in culturally organized activities is essential for learning to occur. Active engagement in social dialogue is important. Learning is regarded as intentional, goal-directed, and meaningful and is not a passive or incidental process but is always conscious and intentional. (Moeller & Catalano, 2015, p. 328)

Huang (2003) found organizing foreign language teaching around content supports students' development of language proficiency and cultural knowledge. Byram (1989) recognized the inseparable relationship between language and culture learning and proposed a four-sector circular model for language and culture teaching. The four sectors include the following elements: "a) language learning, b) language awareness, c) cultural awareness, and d) cultural experience" (Du, 2008, p. 69). Language learning focuses on students' skill development in the target language. With language awareness, students could be conscious of language use within its social context. The major purpose of cultural awareness is to encourage students to develop intercultural competence. Cultural experience does not necessarily take place in the target language country; it could refer to any deliberate cultural experience available through different forms of resources from the target culture. Expanding students' learning experiences outside the classroom not only provides more exposure to the target culture available in their communities, but also encourages students to take an active role in activating personal feelings, knowing and thinking in learning a new language and culture (Kohonen, Jaatinen, Kaikkonen, & Lehtovaara, 2001). According to Stern (1983b), Byram's (1989) model is flexible in allowing the integration of language and culture across different stages to meet learners' needs.

Traditional Chinese Language Instruction

Common instructional methods such as rote memorization, vocabulary exercises,

textbook determined methods, and testing are also found in Chinese immersion classrooms (Carr, 1981; Loke, 2002). Teaching the vocabulary and grammar is a common primary goal in language instruction as building character recognition is part of Chinese pedagogy. Predisposed by Confucian teaching, Chinese teachers appreciate the respected status as conveyors of information and mentors for the younger generations (Leng, 2005). Chinese teachers expect students to listen attentively in class, as students are not allowed to interrupt teaching in classrooms. Attentiveness is a gesture of politeness to teachers. The textbooks are used as the basis of the curriculum. According to Chao (1993), the curriculum is guided by the textbook's content. Research is limited on the effectiveness of Mandarin curriculums (Loke, 2002). "Instead of passively transmitting linguistic knowledge and introducing lexical and structural items out of a textbook, teachers of Chinese must actively seek ways to expose students sufficiently to the language and to empower students with effective learning strategies" (Chu, 1996, p. 154).

Effective Immersion Classrooms

Due to limited research on the effectiveness of Chinese immersion curriculum, highlighting some aspects of developing the curriculum is essential for effective student learning (Curtain & Dahlberg, 2004). The following areas are considered to be effective practices in the immersion classroom.

Content-based instruction. Content-based instruction is an approach to provide second-language learners instruction in content and language. "Students learn about the subject using the language they are trying to learn, as a tool for developing knowledge and so they develop their linguistic ability in the target language" (British Council, 2010, para 1).

Content-based instruction focuses on providing content-rich and meaningful contexts for

learners to participate in the negotiation of meanings with the belief that vocabulary and grammar will be learned implicitly and incidentally in the process of active and creative use of language for purposeful communication. (Loke, 2002, p. 78).

According to Genesee (1994), the integration of language and content can promote social and cognitive development in school immersion settings.

Learner-centered teaching. Weimer (2002) reported, instructional practice needs to be changed in five ways to provide learner-centered teaching: “the balance of power; the function of content; the role of teacher; the responsibility for learning, and the evaluation purpose and process” (p. 8). There are five characteristics of learner-centered teaching proposed by Weimer (2012).

Engage students in the hard work of learning. Teachers should provide more opportunities for in-classroom practice to allow students the opportunity to develop sophisticated learning skills.

Include explicit instruction. Teachers should educate students on deliberate reflection, problem-solving, evaluating evidence, analyzing arguments, and generating hypotheses; all learning skills essential in mastering material in the target language. “Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content” (Weimer, 2012, para. 3).

Encourage students to reflect on what and how to learn. Teachers should challenge students’ assumptions about learning and encourage the acceptance of responsibility in decision-making; such as, how to study for exams, when to complete assigned reading, and whether to revise writing or check answers. Learner-centered teachers include assignment components in which students reflect, analyze, and critique content learned; and it is learned with a goal to make

students aware of themselves as learners and to make learning skill development a desire (Weimer, 2012).

Motivate students with control over learning processes. Weimer (2012) stated, “Learner-centered teachers search out ethically responsible ways to share power with students” (para. 5). Teachers might allow student choice in homework assignment or rubric development.

Encourage collaboration. According to Weimer (2012), “Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience” (para. 6).

In conclusion, in the learner-centered classroom, teachers should enable students’ learning by motivating through peaking students’ interest to effectively teach language learning (Kohn, 1999).

The theory of culturally relevant pedagogy. Culturally relevant pedagogy is an approach to students learning that “empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1995, p. 18). Ladson-Billings (1995) first coined the term culturally relevant pedagogy. “Culturally relevant pedagogy maximizes learning for racially and ethnically diverse students” (Riley, 2013, p.30). Hefflin (2002) emphasized the importance of culturally relevant pedagogy in enhancing academic performance.

Summary

Chinese language education has grown rapidly since the federal government regarded Chinese as a critical language in 2006 (Li, 2016). Chinese language immersion is one of the many dual language program models in the United States. This chapter introduced the development of the definition of culture, discussed the three cultural models, and reviewed the

literature on culture inclusion in instruction.

The researcher used the 3P culture model as the conceptual framework to guide this action research. There are challenges in including culture in language learning: time, content, pedagogy, and cultural differences. Many avenues of culture inclusion were introduced and incorporated in Chinese language instruction. Various authentic materials were presented as the teaching content examples. Classroom interaction and student performance were recommended to encourage student engagement in learning Chinese. The following chapter explains the methodology and study procedures, along with data collection and analysis steps.

Chapter 3: Methodology

Restatement of the Problem

Foreign language programs are mounting in the United States. The purpose of foreign language learning varies for different learners. The ACTFL set five goals for foreign language education, known as the 5Cs: Communication, Cultures, Connections, Comparisons, and Communities. To comply with these standards, students must use language to communicate, understand multicultural and global issues, connect with other disciplines, make comparisons with their own language and culture, and participate in multilingual communities (Lear & Abbott, 2008). Among the 5Cs, culture is defined as “the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible – of a society” (National Standards in Foreign Language Education Project, 1999, p. 47).

Culture goals includes two standards. The first standard focuses on the practices derived from perspectives of a culture. The second standard focuses on products of the culture studied and how the products reflect perspectives of that culture. The goal was clear, but how to incorporate culture in the language classroom was not. There were no specific guidelines to reach goals and a lack of research on the effects of implementing cultural aspects in immersion classrooms. Limited literature exists on culture inclusion in second language education with even less research on the impact of culture learning in second language education programs (Lawrence, 2010). When culture is mentioned, some teachers think about cultural products such as literature, art, food, and music, whereas others pay more attention to cultural perspectives such as attitudes, values, and ideas. Increased attention is paid to the cultural practices and as a result, culture is barely introduced in language classroom in a systematic way (Zhu, 2012).

This action research study focused on the relationship between culture and language

learning, hypothesizing cultural exposure as a beneficial component of foreign language learning. This research required a reform of current teaching practice and supporting data from performance statistics, surveys, and interviews. The research took place in the researcher's colleague's classroom.

The research study attempted to explore revised practices and strategies of including increased cultural activities into a Chinese immersion program and analyzed the impact on students' second language learning performance. The guiding question was, "How does cultural element introduction in classroom teaching impact students' learning?" The following questions were explored:

1. How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning?
2. What are parents' perceptions of the impact of including cultural elements in Chinese language teaching in a language immersion program on their children's understanding of Chinese?

A Description of the Methodology

The researcher applied the action research methodology in the study, as action research is done with the teacher's students, in a setting with which the teacher is familiar, and helps to confer validity to a disciplined study (Ferrance, 2000). The essential feature of the action research method is to try out ideas in practice as a means of improving curriculum, teaching, and learning (Kemmis & McTaggart, 1988). The researcher attempted to solve an existing problem by employing new research-based methods to affect change in pedagogy. The researcher observed classroom participation and measured the success of the method. The findings guided the researcher to recommend the return to the existing method of instruction with

recommendations for further study.

Figure 8 depicts the action research process. The first step was to record the performance baseline. One needs to know the performance level before teaching and learning practice change is applied. The second step was to expose students to cultural elements in the classroom learning process. The performance level was recorded afterwards to compare the differences in outcome, with and without culture exposure. The comparison led to the conclusion on the effectiveness of culture exposure on students' learning outcomes.

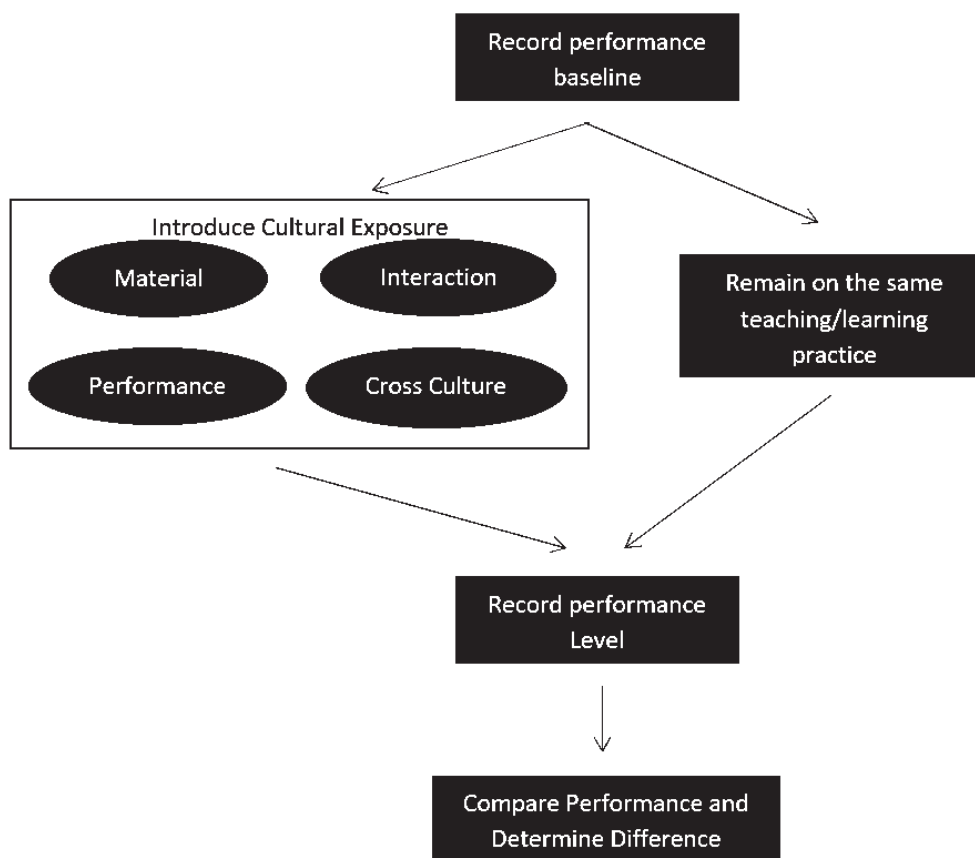


Figure 8. Steps in the Research.

The process outlined in Figure 8 guided the researcher throughout the action research study.

Overall, there are two basic methods for action research: quantitative and qualitative. Quantitative research methods deal with numbers and anything measurable in a systematic way during the investigation of phenomena and resulting relationships. This method is used to answer questions on relationships within measurable variables with an intention to explain a phenomenon (Leedy, 1993). The quantitative data includes closed-end information undergoing statistical analysis and results in a numerical representation (Center for Innovation in Research and Teaching, 2018, para. 2). Surveys are commonly used with statistical association. “A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (Creswell, 2014, p. 155).

Qualitative research methods are used to generate words, rather than numbers, as data for analysis. Interviews, observations, and written data are commonly used as qualitative data. Qualitative research is interpretative research and the researcher is usually involved in a sustained experience with participants (Creswell, 2014). Qualitative data are more subjective and open-ended than quantitative data.

In addition to the two basic methods, mixed methods can be utilized in research, which is a combination of the two types of data. Mixed methods research involves collecting and analyzing both quantitative and qualitative data. “This ‘mixing’ or blending of data, it can be argued, provides a stronger understanding of the problem or question than either by itself” (Creswell, 2014, p. 215). Creswell (2014) noted that using a mixed methods research design helps to provide richer data, as quantitative measures are supplemented with qualitative narrative. A mixed methods design “involves the collections of both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions or hypotheses” (Creswell, 2014, p. 217).

Tashakkori and Teddlie (2003) also advocated for a mixed methods design. In this model, two sets of data collection and analysis are derived from a general research question. Based on the data collected, the researcher then either returns to the stage of data collection and analysis to obtain further support for the evidence or consolidates the two sets of data and moves on to the stage of inference (Du, 2008).

The researcher decided the mixed method design best suited the study purpose. Through the use of quantitative measures and qualitative narrative, the researcher was able to provide multiple data sources to support findings of the research questions. The researcher utilized both methods within this action research to study the problem. Specifically, the researcher used the convergent parallel mixed methods design by Creswell (2014). In the convergent parallel mixed methods approach, “a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other” (Creswell, 2014, p. 219).

The quantitative data collected included students’ test scores, students’ journal entries, and data from parent surveys. Students’ Unit 1 test (Appendix D) scores for the regular instruction were recorded. Students took the Unit 2 test (Appendix E) after culture elements were integrated in the Chinese teaching, and those scores were also recorded. The two sets of scores were compared and analyzed. Students completed journals related to the culture topics (Appendix F) during the culture activity weeks. The journals were collected. Data from the journal entries were recorded for correct number of written Chinese characters. A survey (Appendix G) was administered to students’ parents. The survey consisted of 16 Likert scale items and one open-ended item.

The qualitative data were collected from parent interviews and open-ended survey items.

The researcher interviewed five parents (Appendix H). The interviews were recorded, transcribed, and coded for themes.

Culture activities were incorporated in the Chinese teaching for an average of 45 minutes per week for 5 weeks. There are few assessments for cultural learning except in the college-level setting. The researcher used students' journals as the assessment tools for their cultural learning. Parent-generated data were also obtained through surveys and interviews. Table 1 demonstrates the alignment of the data collected with the research questions.

Table 1

Research Question Matrix

Research questions	Data to be collected	Data Type
1: How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning?	Test score Student journals	Quantitative
2: What are parents' perceptions of the impact of including cultural elements in Chinese language teaching in a language immersion program on their child's understanding of Chinese?	Parent survey Parent interview	Quantitative Qualitative

The Research Site

The research site was a language immersion school located in a metropolitan area of North Carolina in the United States. The site was a public K-8 magnet school and the only full immersion school in the district.

The site's vision statement was, "creating bright futures in six languages"; and the following mission statement was, "We recognize that our students are competing on a global stage. The true measure of their success is going to be their ability to meet and surpass

international standards and to compete globally in the 21th century” (Waddell Language Academy, 2017, p. 4). There were four language immersion programs at the site: Chinese, Japanese, French, and German. There were seven classes in each grade: two Chinese, two French, two German, and one Japanese. The objective standards were based on the North Carolina Standard Course of Study, and the students were assessed in English in the state mandatory summative assessment.

The site had 95 certified staff members, and 42 of them were target language teachers. Seventy-one percent of teachers possessed a bachelor’s degree or equivalent; 29% held a master’s degree or equivalent; and 8.4% had earned National Board certification.

The K-5 Chinese immersion program was implemented in 2006. The Chinese immersion program was a full Chinese language immersion program developed based on previously created French immersion programs in Canada in the 1960s; Chinese immersion programs were developed to instruct students in Chinese for all subjects (Fortune & Tedick, 2003). The Chinese immersion students received at least 65% of their classroom instruction in Chinese, and English instruction was provided at each grade level in one 45- to 60-minute session per day, beginning in kindergarten. In addition to the four subjects (Chinese, math, science, and social studies) that were taught in Chinese and the one 45-minute English lesson daily, students engaged in other subjects taught in English, including music, art, technology, science, physical education, and/or dance on a weekly basis. Although there were 12 elementary Chinese teachers and three teacher assistants, this research was conducted in one colleague’s classroom.

The Participants

The participants in this action research dissertation were the researcher’s colleague’s students and the students’ parents. A convenience sample was utilized to select the participants.

The researcher was a Chinese immersion teacher with a decade of experience at the site and a homeroom teacher of a Chinese immersion class. There were 20 students in the class. These students had previously completed 2 years in the Chinese immersion program with different teachers and had learned approximately 280 Chinese characters and Pinyin, the official Romanization system for standard Chinese.

Procedure Overview

The teacher conducted traditional Chinese teaching for 5 weeks in the classroom. Then, the teacher included the identified culture elements during the subsequent 5 weeks of Chinese teaching. The researcher administered a survey to the parents and interviewed five randomly selected parents after the intervention unit. The survey and interview were focused on gathering parental opinions of including cultural elements in the Chinese teaching. The study was conducted using the following procedures:

1. A Chinese immersion class was chosen. Students received traditional instruction for a 5-week learning period and completed the Unit 1 test at the conclusion of the instructional period. The students' test scores were recorded by collecting the number of correct strokes used, number of correct phrases generated, number of correct sentences made, and number of errors noted during text reading.
2. Cultural elements (Table 3) were then added to the traditional instruction for the following 5 weeks in Unit 2. The Unit 2 test was administered to students at the conclusion of the 5 weeks. The test scores were recorded by collecting the number of new strokes used in addition to those demonstrated on the Unit 1 test, number of correct phrases generated compared to Unit 1 test, number of correct sentences made compared to Unit 1 test, and number of errors noted during reading text compared to

- Unit 1 test.
3. Students completed journals entries (Appendix F) related to the added culture activities at the beginning and end of the weeks in which the activities were integrated. Journal one's topic was about the Chinese store and was related to the week one activity of shopping in a Chinese store. The journals were collected and analyzed. Journals one through four were analyzed by recording the entries at the beginning of the week (Entry One) for total number of characters, the number of correct characters, and the number of incorrect characters. The researcher also examined the entries (Entry Two) at the end of the instructional week and recorded the number of newly introduced characters, total number of characters, the number of correct characters, and the number of incorrect characters. Journal five (Reflection Journal) was analyzed by recording the total number of characters, the total number of new characters, the number of correct characters, and the number of incorrect characters. The journals were also used as the assessment tool for assessing students' writing skills.
 4. Parent surveys were administered at the end of the unit celebration after the fifth week of the culture elements instruction in Unit 2.
 5. Of the 13 parents who were willing to be interviewed, five were randomly selected to be interviewed regarding their perspectives of including the cultural elements in the Chinese language learning in Unit 2.

The data instruments are shown in Table 2.

Table 2

Data Instruments

Research questions	Instruments	Data collected
1: How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning?	Test score Student journals	Student performance in Chinese learning
2: What are parents' perceptions of the impact of including culture elements in Chinese language teaching on their children's understanding of Chinese?	Parent survey Parent interview	Parent perceptions regarding the inclusion of cultural elements in their child's Chinese learning

Ways to incorporate cultural elements in teaching. In a Chinese immersion setting, students engage in Chinese language learning and develop language awareness. Cultural learning then becomes easier after the full foundation of the language skills. The cultural awareness develops after the cultural learning (Byram, 1989). China is a country with more than 5,000 years of history. As such, many topics can be included into the classroom when teaching culture. For example, fables, legends, stories about commonly used idioms, and the poems in the Tang and Song dynasties could all be selectively introduced to the students.

The researcher made sure the following cultural elements were included in the study:

1. Chinese character structure analysis: Analyze the Chinese character structure and have students watch a video about the Chinese character evolution.
2. Expand students' learning experiences outside the classroom: Students learn the

- characters, sentences, and grammar in the classroom. They practice using the characters and sentences when they have role-play during the class. According to Kohonen et al. (2001), expanding students' learning experiences outside the classroom encourages students to take an active role in activating their knowing in learning a new language and culture.
3. Explore cultural products: Providing opportunities for students to know more cultural products such as food may be good topics for the cultural discussion (Du, 2008). Real dumplings and other food can be shown to students or even made by students and will help students know more about the food, as to know more about the culture.
 4. Culture corner: Organize students to engage in culture-related activities such as calligraphy practice, Chinese poem reciting, etc.

Changes to existing practice. During traditional Chinese language teaching, students learned one lesson per week. The textbook used was *Ji Nan Chinese* book two, containing 12 lessons. During the week, students were required to learn approximately 13 new Chinese characters (number of characters varied per lesson). The phrases, sentences, texts, and grammar were the main focus of the content. Students had some cultural activities during the school year, such as the Mid-Autumn Festival celebration and the Chinese New Year celebration. Based on the 3P cultural framework, students were to understand the relationship between the practices and perspectives and between the products and perspectives of the cultures. They were exposed to some cultural elements (products) such as Chinese music and food. They were also exposed to some cultural practices such as the Chinese New Year celebration. Regarding cultural perspectives, students were exposed to different values and ideas within Chinese culture.

To implement this action research, additional Chinese cultural elements were

incorporated into existing teaching methods. Based on the contents of the textbook *Ji Nan* book two (Appendix C), the researcher designed lessons, so the additional cultural elements were integrated. The cultural elements included visiting a Chinese store. Making dumplings, showing calligraphy, and reciting poems were added as integrated cultural products. The cultural perspectives of the Chinese people were taught throughout these activities. These perspectives included the importance of good meals in lessons five and six, the value of self-control in lesson seven, and the importance of family in lesson eight. All the cultural elements were incorporated in the Chinese teaching based on the theme of the week for 4 weeks. In the fifth week, a cultural celebration was held in the classroom. Students chose a topic related to the previous 4 weeks' culture activities to present in the class, and the parents were invited to attend the celebration. Table 3 aligns the new practices to the elements the 3P framework.

Table 3

Cultural Elements Incorporated in Chinese Teaching

Cultural element	Lesson title	3P framework
Visit a Chinese store	Lesson 5: Go Shopping	Practices/Perspectives
Make dumplings	Lesson 6: Things I Can Do	Products/Perspectives
Attend calligraphy show & analyze Chinese character structure	Lesson 7: Two Precious Organs	Products/Perspectives
Recite poems	Lesson 8: Does the Moon Follow Us	Products/Perspectives
Present at cultural celebration	Lesson 5-8	3P

Table 3 aided the researcher in the integration of cultural elements to the lessons while maintaining focus on the goals of the 3P framework. The culture elements were chosen based on the research theory. The connection between the culture elements selected by the researcher and the research theory is demonstrated in Table 4.

Table 4

Cultural Elements Related to the Research Theory

Cultural elements	Researcher	Explanation of Theory
Visit a Chinese store	Kohonen et al. (2001)	Expanding students' learning experiences outside the classroom not only enables them to get more exposure to the target culture available in their communities, but also encourages them to make an active role in activating their feeling, knowing and thinking in learning a new language and culture.
Make dumplings	Du (2008)	Exploration of cultural products such as food can be used to elicit discussion on cultural topics.
Practice calligraphy and analyze Chinese character structure	Huang (2003)	Opportunities for both cultural learning and language learning should be provided.
Recite poems	Whitin (1984)	Poetry provides good material for beginning readers.
Present at cultural celebration	Weimer (2012)	Incorporating student choice will motivate students to engage in learning.

Validity

Due to the level of effort involved in the study and the concerns about effects of a pilot test on student performance, to ensure the validity of the study and to minimize implications, a pilot test was not conducted. Students' two test scores were collected for analysis and were

compared to determine the effectiveness of bringing culture into classroom teaching.

Descriptive statistics were used for analysis of the parent interviews. This triangulation of data was used to support the validity of the findings.

The Data Analysis

Data from parents were collected through the use of surveys (Appendix G). The surveys collected parents' opinions using a 4-point Likert scale. The results were summarized and described. The interviews (Appendix H) were recorded, transcribed, and coded for the analysis. The parents' opinions of the culture activities were coded to develop themes. Themes of relevance, learner enjoyment, learner excitement, increased learning, and increased student/parent communication were developed. The students' journals were collected and analyzed to determine the impact of cultural element incorporation on student performance. The test scores were compared and analyzed using descriptive statistics. The researcher compared the performance of students both before and after receiving instruction with the integrated cultural elements.

The students' journals and the test scores were analyzed to answer Research Question 1: How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning? The parent surveys and interviews were analyzed to answer Research Question 2: What are parents' perceptions of the impact of including cultural elements in Chinese language teaching in a language immersion program on their children's understanding of Chinese?

Table 5 shows how the data were analyzed.

Table 5

Data Analysis

Research questions	Data to be collected	Data Type
1: How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning?	Test scores Student journals	Descriptive statistics
2: What are parents' perceptions of the impact of including culture elements in Chinese language teaching on their children's understanding of Chinese?	Parent surveys Parent interviews	Theme coding

Since the researcher was investigating student growth, in order to determine effects on students' academic performance, test scores before and after introducing cultural elements in classroom teaching were compared using descriptive statistics such as mean and mode. The researcher computed the descriptive statistics using a Microsoft Excel spreadsheet system to calculate and organize the data. Student journals were collected and analyzed by the researcher. The journal topics were related to the culture activities. The researcher interviewed the parents in the planning room at the research site. Using a random number generator, the researcher selected five participants from those parents who had indicated they were willing to be interviewed. The interviews were audio recorded and transcribed by the researcher. The transcriptions were coded for the analysis of the parents' opinions of the impact of cultural element integration in Chinese teaching on their child's Chinese learning.

Summary

In summary, the study employed mixed methods of data collection for the action research. The research occurred in a Chinese immersion classroom in a metropolitan school district in North Carolina in the United States. The researcher was a participant in the study as the homeroom teacher of the selected class. Students engaged in cultural experiences during their study period. The students' test scores and their journals were analyzed. The researcher administered a survey to the parents of the class and interviewed five randomly selected parents for perspectives on the impact of including cultural elements in Chinese teaching on their children's understanding of cultures. The data were collected and analyzed.

Chapter 4: Results

Introduction

A mixed methods design was used for this action research study to explore the impact of integrating culture into a Chinese language immersion program. A second grade Chinese immersion class with 20 students was chosen for this study. Quantitative data were collected using the students' Chinese Unit 1 and Unit 2 test scores and 5 weeks of student journals. Qualitative data were collected using a parent survey and interview. Twenty parents participated for the survey. Five parents were randomly selected for the interview.

Research Question 1 Results

How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning? The data collected for Research Question 1 were quantitative. Data included students' unit test scores and students' weekly journals. Table 6 is the data matrix for Research Question 1.

Table 6

Research Question 1 Matrix

Research question	Data to be collected	Data Type
1: How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning?	Test score Student journals	Quantitative

The instruments in the matrix displayed in Table 6 included Unit 1 and Unit 2 test scores and the collection of 5 weeks of student journals, resulting in nine total journal entries. Students were administered the Unit 1 test after the instruction of the first unit of Chinese learning without intervention. Students were administered the Unit 2 test after the instruction of the second unit

of Chinese learning with the culture activity interventions. The items in the unit tests included dictation, counting the number of strokes, making phrases by given characters, making sentences by given phrases, and reading the text that were taught. For the dictation, the teacher read the characters and the students wrote down the characters. For the number of strokes, students counted how many strokes were in the characters and wrote down the number. For the phrasemaking, students used another character to form a phrase with the given character. For the sentence making, students made a sentence with the given phrase included in the sentence. For reading the text, the teacher showed the text to the student and the student read the text to the teacher. The reading assessment was one on one.

Table 7 presents the individual participant scores for the Unit 1 test.

Table 7

Unit 1 Test Individual Results

Student	Number of correctly dictated words	Number of correctly identified strokes	Number of correctly generated phrases	Number of correctly formed sentences**	Number of points deducted for errors during reading
1	6	3	6	4*	6
2	7	5*	10*	1.6	1*
3	8*	4	5	2.4*	8
4	14*	7*	11*	3.8*	0*
5	11*	5*	8*	3*	3*
6	10*	3	9*	2.6*	3*
7	10*	7*	8*	2.6*	0*
8	14*	6*	12*	4*	0*
9	2	3	2	2.8*	6
10	14*	7*	11*	3.6*	0*
11	13*	5*	9*	2.4*	0*
12	12*	6*	9*	2.4*	0*
13	13*	0	12*	2.4*	0*
14	13*	5*	10*	2.4*	0*
15	8*	4	8*	2.3	1*
16	7	7*	7*	1.8	3*
17	6	5*	4	1.2	6
18	10*	7*	8*	2.2	1*
19	14*	5*	11*	2.4*	0*
20	13*	3	11*	2.4*	0*

*Denotes a passing score

**Rounded to nearest tenth

Table 7 displays the Unit 1 test results for participants, column two reports participant results for number of correctly dictated words and shows that 15 participants (75%) correctly dictated at least eight of 14, resulting in a passing score of 60%. Only five participants (25%)

scored below this 60% threshold. The number of correctly identified strokes is found in column three. Five of eight indicated a passing score: 60%. Thirteen participants (65%) correctly identified strokes over 60%; seven participants (35%) did not meet the threshold. Column four displays the number of correctly generated phrases and shows 16 participants (80%) correctly generated at least seven of the 12 phrases (60%), and four participants (20%) scored below the passing percentage of 60. The number of correctly formed sentences is displayed in column five. Fifteen participants (75%) formed at least 2.4 sentences of four, thus correctly forming at least 60% of sentences. Five (25%) participants scored below 60%. For this score, the total sentence was worth one point. Participants who could not make a complete sentence still received partial points based on the use of correct subject, verb, or object. An example of the grading of the sentences is exhibited in Appendix I. The number of errors made for the reading is reported in column six. Ten participants (50%) read the text without making any errors, and six participants (30%) made less than five errors, resulting in a passing score of at least 60% (five of 12). Four participants (20%) scored less than the 60% threshold while reading. Each character read incorrectly by the participant resulted in loss of one half of a point of 12 total points. An example of the grading of the reading errors is exhibited in Appendix J. The full section was worth 20 points. The number of sentences was divided into the total points (20) to determine the number of points per sentence.

Table 8 presents the summative statistics of dictated word scores.

Table 8

Unit 1 Test Correctly Dictated Word Statistics

M=Correctly dictated words* (n=20)	SD=Correctly dictated words* (n=20)
10.25	3.36

*Rounded to nearest hundredth

Table 8 reported the mean and standard deviation of the correctly dictated words observed from the Unit 1 test. The calculated mean was 10.25 (SD=3.36) and reflected an overall passing score of the participants. A majority of the participants' scores fell within one standard deviation of the mean (66.4% of the population). The standard deviation reflects that most scores fell between seven and 13. Therefore, the passing threshold of 60% (8/14) was achieved by a majority of the participants

Figure 9 illustrates the left-skewed data.

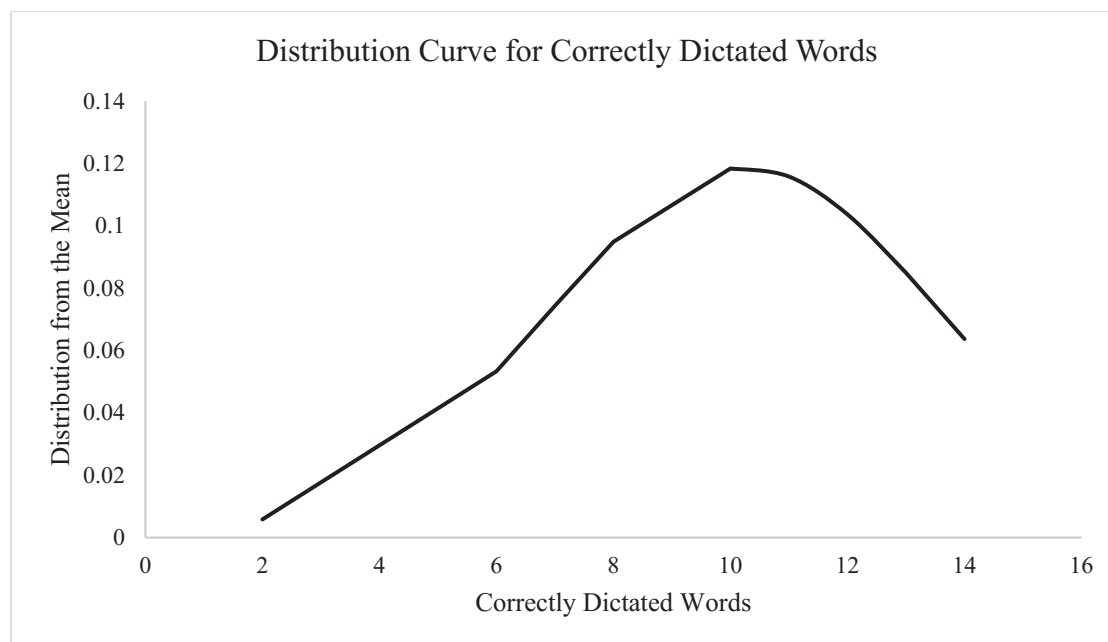


Figure 9. Distribution curve illustrating the distribution for correctly dictated words.

Figure 9 reflected an overall passing score (8/15) for the participants scoring above the average. The data presented as skewed left, demonstrating 13 scores were either equal to or greater than the mean.

Table 9 details the summative statistics of identified strokes.

Table 9

Unit 1 Test Correctly Identified Stroke Statistics

M=Correctly identified strokes* (n=20)	SD=Correctly identified strokes* (n=20)
4.85	1.80

*Rounded to nearest hundredth

Table 9 reports the mean and standard deviation of the correctly identified strokes for the Unit 1 test. The calculated mean was 4.85 (SD=1.80) and reflected a passing score for over half of the participants. The majority of scores fell within one standard deviation of the mean.

Figure 10 illustrates the left-skewed data.

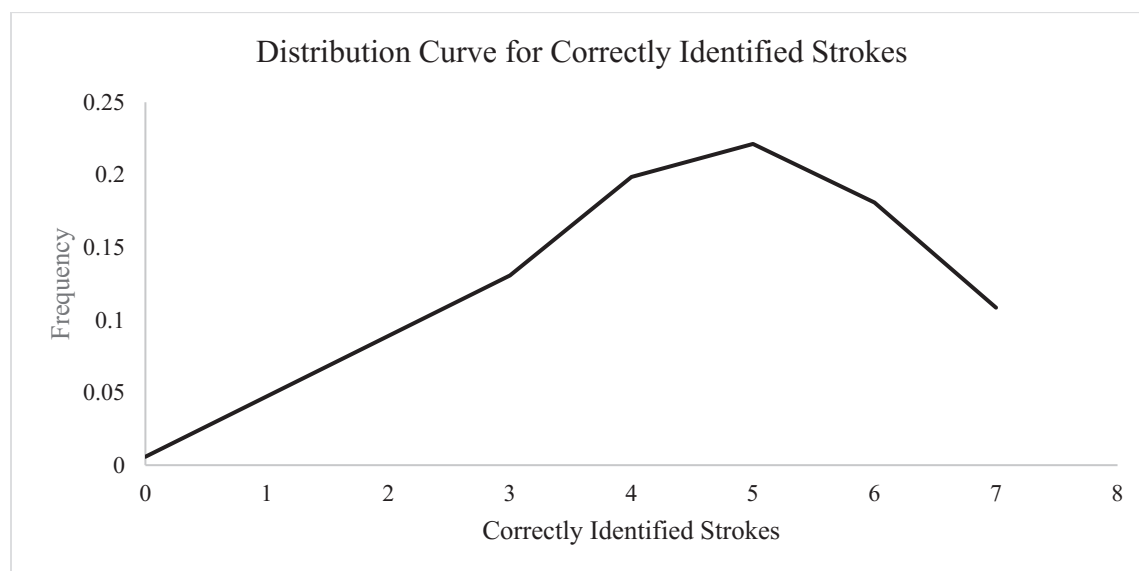


Figure 10. Distribution curve illustrating the distribution for correctly identified strokes.

Figure 10 reflected an overall passing score for the participants scoring above the average. The data presented as skewed to the left, demonstrating 13 scores were either equal to or greater than the mean.

Table 10 reports the summative statistics of generated phrases.

Table 10

Unit 1 Test Correctly Generated Phrase Statistics

M=Correctly generated phrases* (n=20)	SD= Correctly generated phrases* (n=20)
8.55	2.64

*Rounded to nearest hundredth

Table 10 reports the mean and standard deviation of the correctly generated phrases for the Unit 1 test. The calculated mean was 8.55 (SD=2.64) and reflected a passing score for most participants. The majority of scores fell within one standard deviation of the mean.

Figure 11 illustrates the left-skewed data.

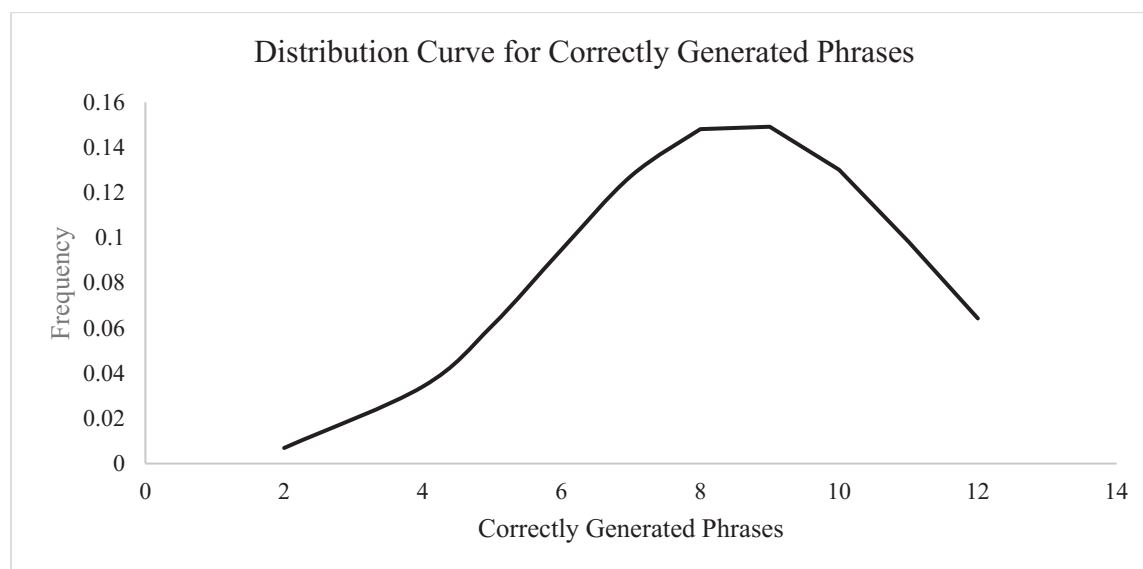


Figure 11. Distribution curve illustrating the distribution for correctly generated phrases.

Figure 11 reflected an overall passing score for the participants scoring above the

average. The data presented as skewed to the left, demonstrating 16 scores were either equal to or greater than the mean. The average reflected participants earned an overall passing score, supported by the standard deviation, and most of the passing scores (n=16) were equal to or above the average score.

Table 11 presents the summative statistics of formed sentences.

Table 11

Unit 1 Test Correctly Formed Sentence Statistics

M=Correctly formed sentences* (n=20)	SD=Correctly formed sentences* (n=20)
2.61	.73

*Rounded to hundredth

Table 11 reported the mean and standard deviation of the correctly formed sentences for the Unit 1 test. The calculated mean was 2.61 (SD=.73) and reflected a passing score for most participants. The majority of scores fell within one standard deviation of the mean.

Figure 12 illustrates a normal distribution of the data.

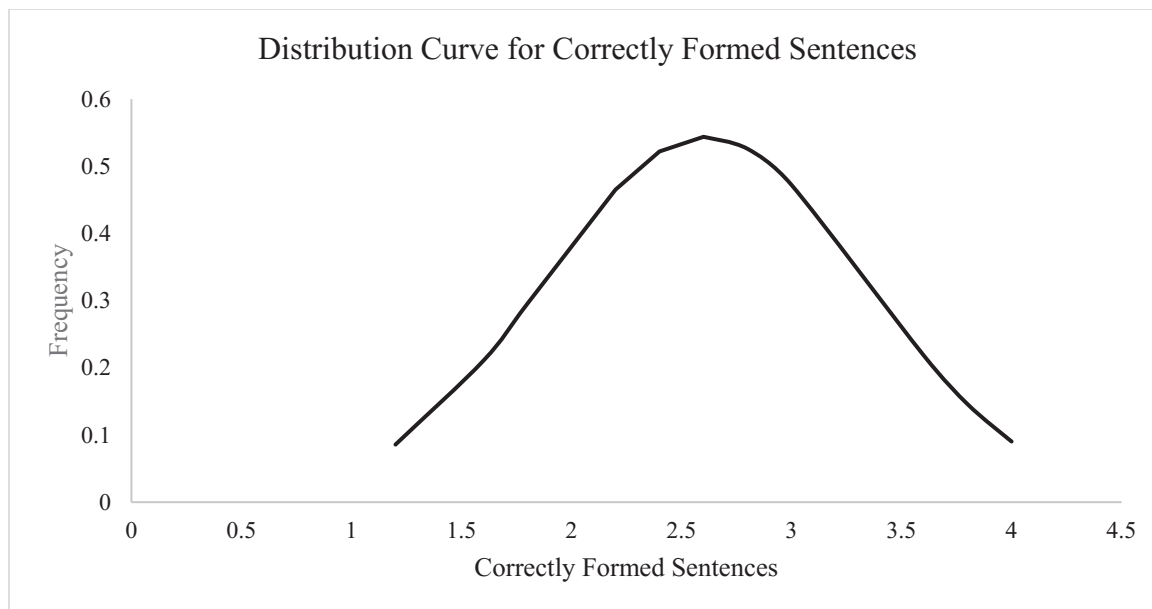


Figure 12. Distribution curve illustrating the distribution for correctly formed sentences.

Figure 12 showed the average passing score and demonstrated most participants earned an overall passing score.

Table 12 presents the summative statistics of errors made during the reading.

Table 12

Unit 1 Test Errors Made During Reading Statistics

M=Errors made during reading* (n=20)	SD= Errors made during reading* (n=20)
1.90	2.56

*Rounded to nearest hundredth

Table 12 reported the mean and standard deviation of the errors made during reading for the Unit 1 test. The calculated mean was 1.9 (SD=2.56) and reflected a passing score for most participants.

Figure 13 illustrates the right-skewed data.

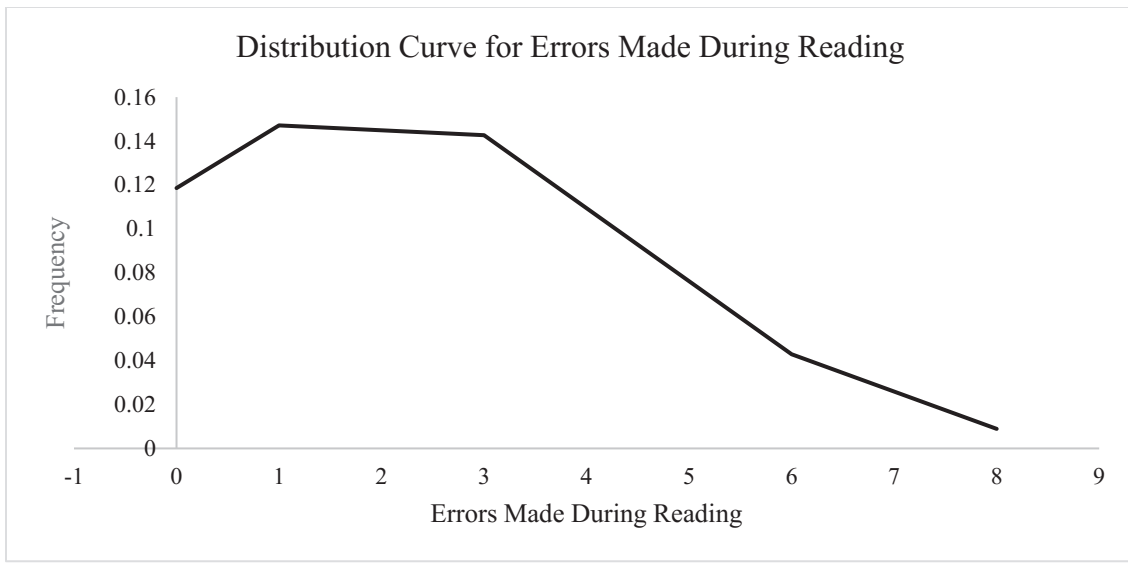


Figure 13. Distribution curve illustrating the distribution for errors made during reading.

Figure 13 shows the majority of scores fell within one standard deviation of the mean. The average reflected participant earned an overall passing score, and most of the passing scores (n=16) were equal to or above the average score.

Table 13 presents the individual participant scores for the Unit 2 test.

Table 13

Unit 2 Test Individual Results

Student	Number of correctly dictated words	Number of correctly identified strokes	Number of correctly generated phrases	Number of correctly formed sentences**	Number of errors made during reading
1	2	5*	3	1.2	3*
2	4	3	4	2	4*
3	12*	6*	8*	1	1*
4	8*	4*	4	2.4*	2*
5	3	5*	7*	2.4*	2*
6	8*	4*	5*	1.2	5*
7	13*	4*	8*	3*	1*
8	14*	6*	8*	3.8*	0*
9	9*	6*	6*	2	2*
10	14*	5*	8*	3.8*	0*
11	11*	6*	6*	3*	0*
12	9*	2	8*	1.6	0*
13	8*	3	8*	2.8*	1*
14	6	4*	7*	2.4*	1*
15	8*	4*	7*	2.8*	1*
16	9*	3	7*	3.4*	3*
17	9*	2	3	0	1*
18	6*	5*	6*	2.8*	1*
19	12*	5*	8*	3.8*	0*
20	7	5*	5*	3*	1*

*Denotes a passing score

**Rounded to nearest tenth

Table 13 displayed the Unit 2 test results for participants, column two reported participant results for number of correctly dictated words and showed that 15 participants (75%)

correctly dictated at least eight of 14, thus resulting in a passing score of 60%. Only five participants (25%) correctly dictated below the 60% threshold.

The number of correctly identified strokes reflected in column three a passing score of 60% was four of six. Fifteen participants (75%) correctly identified strokes over 60%, only five participants (25%) did not meet the threshold.

Column four displayed the number of correctly generated phrases and showed 16 participants (80%) correctly generated at least five of the eight phrases (60%) and only four participants (20%) scored below the passing percentage of 60.

Column five displayed the number of correctly formed sentences. Thirteen participants (65%) correctly formed at least 2.4 sentences of four, thus correctly forming at least 60% of sentences; only seven participants (35%) scored below 60%. For this score, the total sentence was worth one point. Participants who could not make a complete sentence still received fractions of points based on the use of correct subject, verb, or object. An example of the grading of the sentences is exhibited in Appendix I.

Column six indicated the number of errors made during the reading. Five participants (25%) read the text without making any errors, and 15 participants (75%) made less than five errors, which reflected a passing score of at least 60% (five of 12). Each character read incorrectly by the participant resulted in loss of one half of a point of 12 total points. An example of the grading of the reading errors is exhibited in Appendix J. The full section was worth 20 points, and the number sentences was divided into the total points (20) to determine the number of points per sentence.

Table 14 presents the summative statistics of dictated words.

Table 14

Unit 2 Test Correctly Dictated Word Statistics

M=Correctly dictated words* (n=20)	SD=Correctly dictated words* (n=20)
8.60	3.32

*Rounded to nearest hundredth

Table 14 reported the mean and standard deviation of the correctly dictated words for the Unit 2 test. The calculated mean was 8.60 (SD=3.32) and reflected an overall passing score for the participants. The majority of scores fell within one standard deviation of the mean.

Figure 14 illustrates slightly left-skewed data.

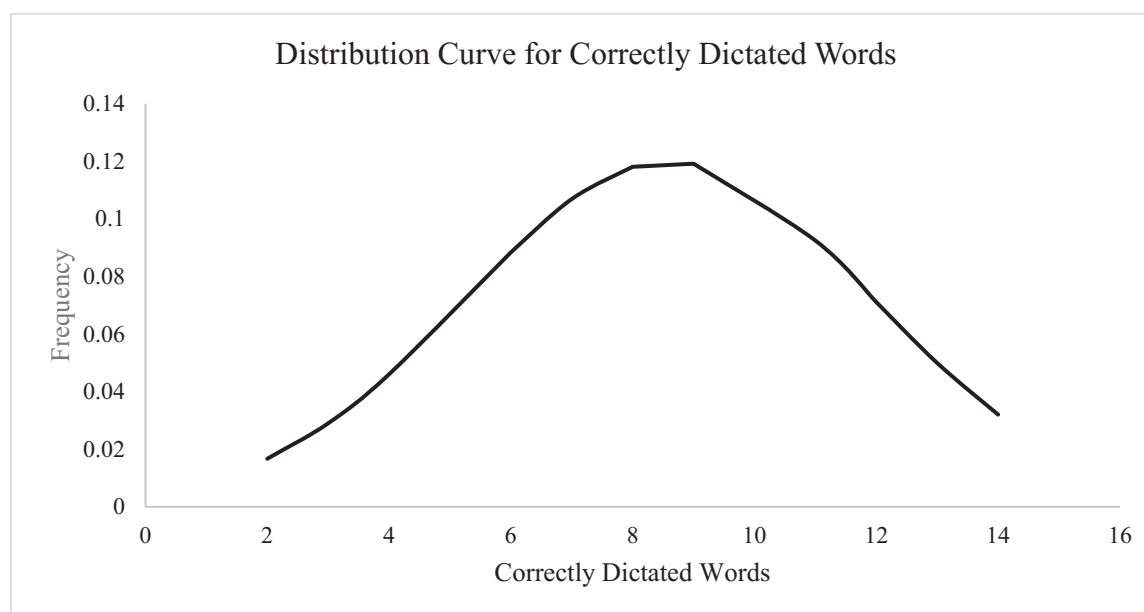


Figure 14. Distribution curve illustrating the distribution for correctly dictated words.

Figure 14 reflected a limited variation in scores, demonstrating most participants earned a passing score.

Table 15 presents the summative statistics of identified strokes.

Table 15

Unit 2 Test Correctly Identified Stroke Statistics

M=Correctly identified strokes* (n=20)	SD=Correctly identified strokes* (n=20)
4.35	1.24

*Rounded to nearest hundredth

Table 15 reported the mean and standard deviation of the correctly identified strokes for the Unit 2 test. The calculated mean was 4.35 (SD=1.24) and reflected a passing score for over half of the participants. The majority of scores fell within one standard deviation of the mean.

Figure 15 illustrates the left-skewed data.

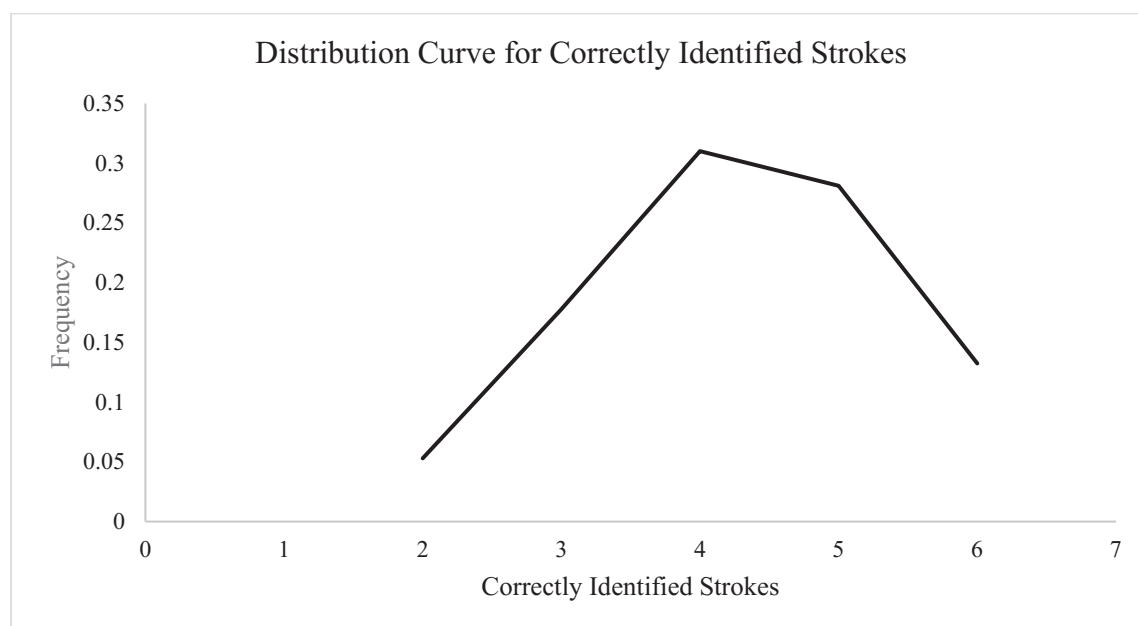


Figure 15. Distribution curve illustrating the distribution for correctly identified strokes.

Figure 15 reflected a limited variation in scores and demonstrated that most participants earned a passing score.

Table 16 displays the summative statistics of generated phrases.

Table 16

Unit 2 Test Correctly Generated Phrase Statistics

M=Correctly generated phrases* (n=20)	SD= Correctly generated phrases* (n=20)
6.30	1.71

*Rounded to nearest hundredth

Table 16 displays the mean and standard deviation of the correctly generated phrases for the Unit 2 test. The average was calculated as 6.30 (SD=1.71) and reflected a passing score for most participants. The majority of scores fell within one standard deviation of the mean, with only two scores falling outside.

Figure 16 illustrates the left-skewed data.

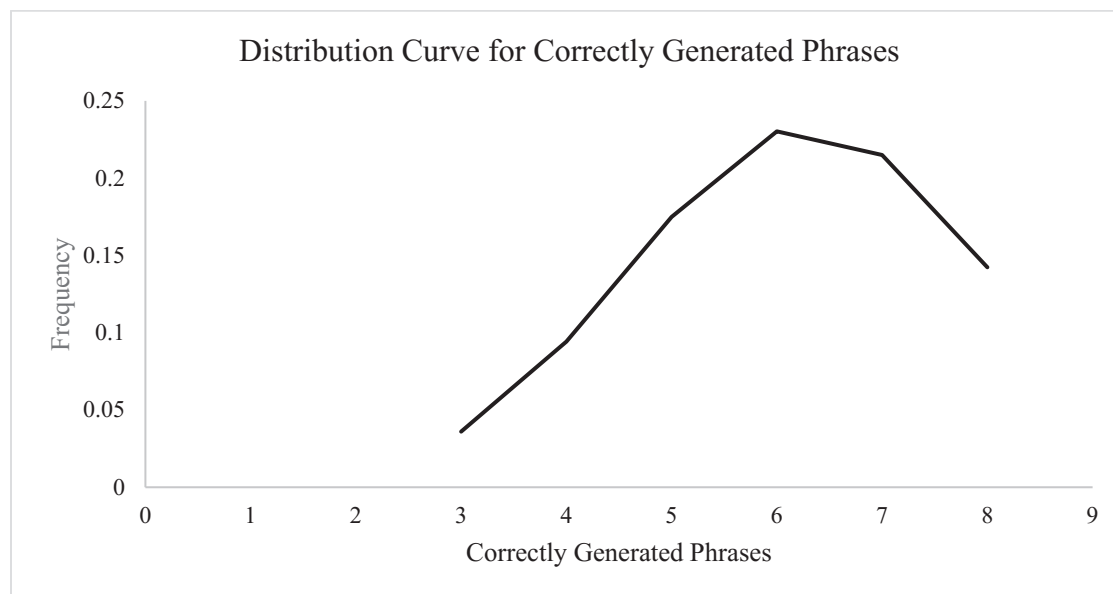


Figure 16. Distribution curve illustrating the distribution for correctly generated phrases.

Figure 16 reflected the average participant earned an overall passing score, supported by the standard deviation, and most of the passing scores (n=16) were equal to or above the average score.

Table 17 details the summative statistics of formed sentences.

Table 17

Unit 2 Test Correctly Formed Sentence Statistics

M=Correctly formed sentences* (n=20)	SD=Correctly formed sentences* (n=20)
2.42	.99

*Rounded to hundredth

Table 17 displays the mean and standard deviation of the correctly formed sentences for the Unit 2 test. The average was calculated as 2.42 (SD=.99) and reflected a passing score for most participants. The majority of scores fell within one standard deviation of the mean.

Figure 17 illustrates the left-skewed data.

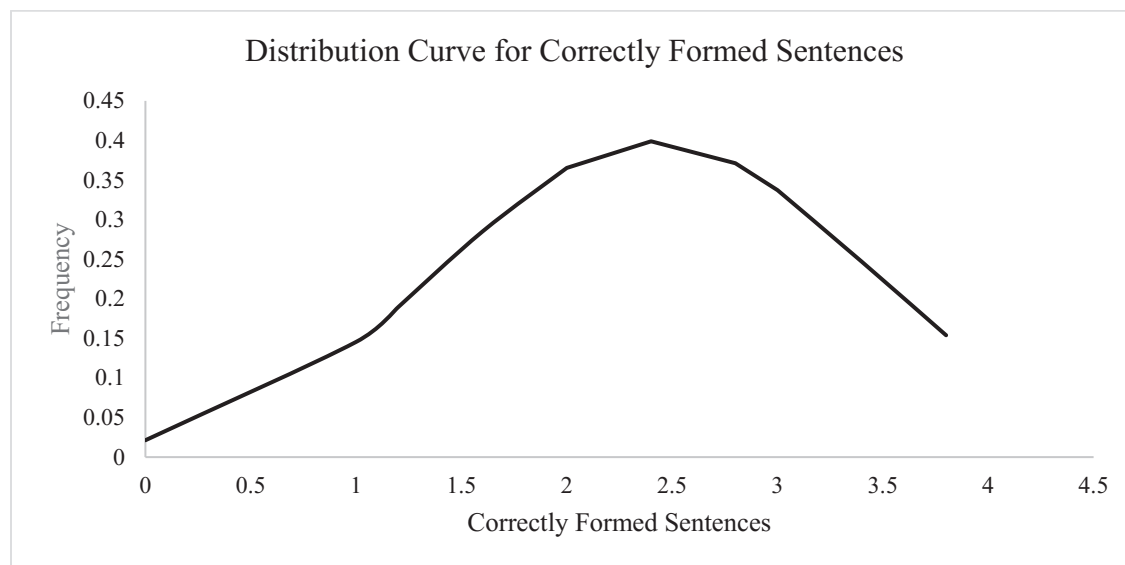


Figure 17. Distribution curve illustrating the distribution for correctly formed sentences.

Figure 17 reflected the average passing score and demonstrated most participants earned an overall passing score; most of the passing scores (n=13) were equal to or above the average score.

Table 18 presents the summative statistics of errors made during the reading.

Table 18

Unit 2 Test Errors Made During Reading Statistics

M=Errors made during reading* (n=20)	SD= Errors made during reading* (n=20)
1.45	1.36

*Rounded to hundredth

Table 18 reported the mean and standard deviation of the errors made during reading for the Unit 1 test. The average was calculated as 1.45 (SD=1.36) and reflected a passing score for most participants.

Figure 18 illustrates the right-skewed data.

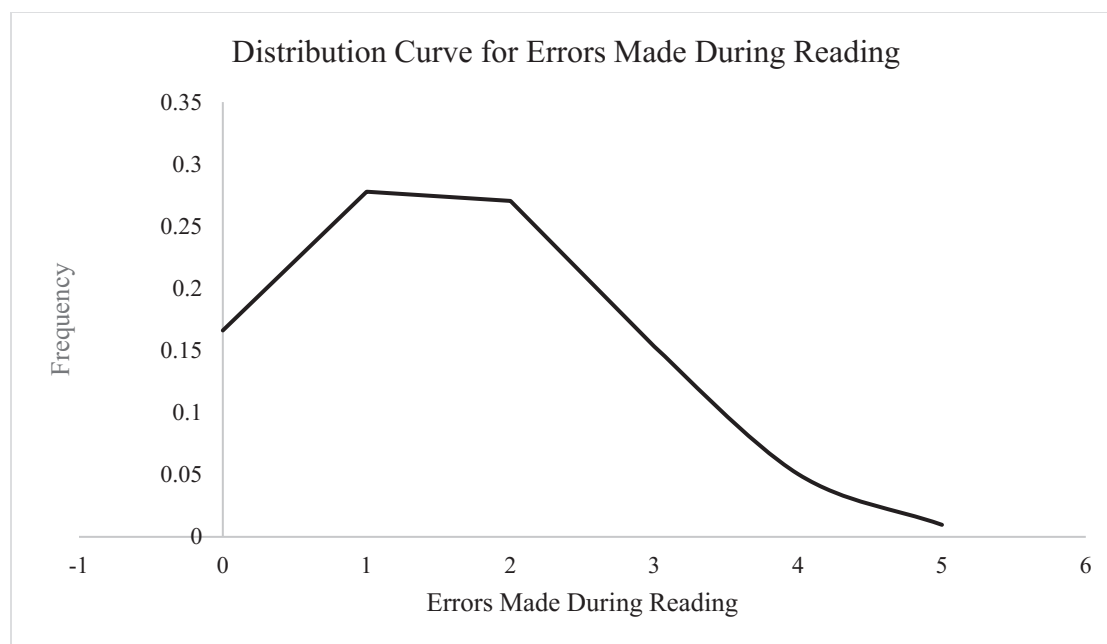


Figure 18. Distribution curve illustrating the distribution for errors made during reading.

Figure 18 reflects that the majority of scores fell within one standard deviation of the mean. The average reflected that most participants earned an overall passing score, and most of the passing scores (n=20) were equal to or above the average score.

Table 19 presents the comparison of the two unit tests' findings.

Table 19

Comparative Unit Test Data Results

	% Correctly dictated words	% Correctly identified strokes	% Correctly generated phrases	% Correctly formed sentences	Errors made during reading
Unit 1	73%	61%	71%	65%	2
Unit 2	61%	73%	79%	61%	1
Difference	-12%	+12%	+8%	-4%	-1

Table 19 showcases the increase in the correctly identified strokes and correctly generated phrases from Unit 1 and Unit 2 test and the decrease in the correctly dictated words and correctly formed sentences. There was a slight decrease in errors made during reading.

Table 20 presents participants' individual Journal 1 Entry 1 data.

Table 20

Journal 1 Entry 1 Individual Results

Student	Total characters	Correct characters	Percent correct
1	No Data	No Data	No Data
2	5	5	100%
3	9	7	78%
4	7	7	100%
5	9	8	89%
6	19	13	68%
7	9	9	100%
8	10	5	50%
9	2	2	100%
10	13	11	85%
11	5	4	80%
12	4	4	100%
13	21	11	52%
14	No Data	No Data	No Data
15	6	5	83%
16	4	4	100%
17	10	9	90%
18	2	2	100%
19	6	6	100%
20	4	3	75%

Table 20 shows that participants' (n=18) scores ranged from two to 13 correct characters of 21 total characters when completing Entry 1 of Journal 1. Two participants did not complete Journal 1 Entry 1. Overall, there was variability in the total characters and correct characters used by participants.

Table 21 presents participants' Journal 1 Entry 1 summary statistics.

Table 21

Journal 1 Entry 1 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
8.05	5.13	6.39	3.13

*Rounded to hundredth

Table 21 showed participants' (n=18) average total characters used was 8.05 (SD=5.23) and the average correct characters was 6.39 (SD=3.13).

Table 22 presents participants' individual Journal 1 Entry 2 data.

Table 22

Journal 1 Entry 2 Individual Results

Student	Total characters	Correct characters	Percent correct
1	No Data	No Data	No Data
2	29	26	90%
3	7	6	86%
4	14	0	0%
5	21	19	90%
6	9	8	89%
7	2	2	100%
8	20	12	60%
9	9	8	89%
10	19	18	95%
11	17	15	88%
12	11	9	82%
13	18	17	94%
14	No Data	No Data	No Data
15	21	20	95%
16	13	9	69%
17	13	12	92%
18	11	2	18%
19	25	23	92%
20	14	12	86%

Table 22 shows that participants (n=18) used between zero and 29 total characters and correctly used between zero and 26 correct characters when completing Entry 2 of Journal 1. Two participants did not complete Journal 1 Entry 2. Overall, there was variability in the number of total characters and number of correct characters used by participants.

Table 23 presents participants' Journal 1 Entry 2 summary statistics.

Table 23

Journal 1 Entry 2 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
15.17	6.53	12.11	7.19

*Rounded to hundredth

Table 23 shows that the average total characters participants used was 15.17 (SD=6.53) and the average correct characters was 12.11 (SD=7.19).

Table 24 presents Journal 1 summary statistics.

Table 24

Journal 1 Summary Statistics

Entry	M=Total characters*	M= Correct characters*
1	8.05	6.39
2	15.17	12.11
Difference	7.12 more total characters	5.72 more correct characters

*Rounded to hundredth

Table 24 shows that the average total characters used increased from 8.06 to 15.17, resulting in 7.12 more characters used in Entry 2 than in Entry 1. The average number of correct characters used increased from 6.39 to 12.11, resulting in 5.72 more correct characters used in Entry 2 than in Entry 1. Journal 1 Entry 1 was completed prior to the cultural activity inclusion in the lesson, and Journal 1 Entry 2 was completed after students partook in the cultural activities for week one's lesson. The number of total characters used increased by 88.44%, and the number of correct characters used increased by 89.51%.

Table 25 presents participants' individual Journal 2 Entry 1 data.

Table 25

Journal 2 Entry 1 Individual Results

Student	Total characters	Correct characters	Percent correct
1	2	2	100%
2	17	15	88%
3	5	2	40%
4	12	0	0%
5	5	4	80%
6	5	3	60%
7	8	6	75%
8	15	11	73%
9	2	2	100%
10	16	12	75%
11	14	11	79%
12	40	0	0%
13	14	14	100%
14	10	9	90%
15	19	18	95%
16	17	15	88%
17	11	9	82%
18	18	16	89%
19	17	17	100%
20	17	13	76%

Table 25 indicates participants (n=20) used between two and 40 total characters and correctly used between zero and 18 characters when completing Entry 1 of Journal 2. Overall, there was variability in the total characters and correct characters used by participants.

Table 26 presents participants' Journal 2 Entry 1 summary statistics.

Table 26

Journal 2 Entry 1 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
13.20	8.19	8.95	5.93

*Rounded to hundredth

Table 26 shows that the participants' average total characters used was 13.20 (SD=8.19) and the average correct characters was 8.95 (SD=5.93).

Table 27 presents participants' individual Journal 2 Entry 2 data.

Table 27

Journal 2 Entry 2 Individual Results

Student	Total characters	Correct characters	Percent correct
1	7	2	29%
2	11	7	64%
3	4	4	100%
4	12	0	0%
5	18	13	72%
6	5	4	80%
7	15	15	100%
8	16	9	56%
9	2	2	100%
10	36	24	67%
11	12	10	83%
12	5	0	0%
13	20	0	0%
14	8	6	6%
15	15	15	15%
16	2	2	2%
17	13	6	6%
18	9	0	0%
19	23	15	15%
20	27	23	23%

Table 27 shows that participants (n=20) used between two and 36 total characters and correctly used zero to 24 characters when completing Entry 1 of Journal 2. Overall, there was variability in the total characters and correct characters used by participants.

Table 28 presents participants' Journal 2 Entry 2 summary statistics.

Table 28

Journal 2 Entry 2 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
13.00	8.51	7.85	7.29

*Rounded to hundredth

Table 28 shows that participants' average total number of characters used was 13.00 (SD=8.51) and the average number of correct characters was 7.85 (SD=7.29).

Table 29 presents Journal 2 summary statistics.

Table 29

Journal 2 Summary Statistics

Entry	M=Total characters	M= Correct characters
1	13.20*	8.95*
2	13.00*	7.85*
Difference	0.20 less total characters	1.1 less correct characters

*Rounded to hundredth

Table 29 shows that the average total characters used decreased from 13.20 to 13.00, maintaining the total characters used in Entry 1 to Entry 2. The average number of correct characters used slightly decreased from 8.95 to 7.85, resulting in an average of 1.10 fewer correct characters used in Entry 2 than in Entry 1. Journal 2 Entry 1 was completed prior to the cultural activity inclusion in the lesson, and Journal 2 Entry 2 was completed after students partook in the cultural activities for week one's lesson. The number of total characters used was maintained, and the number of correct characters used slightly decreased by 12.29%.

Table 30 presents participants' individual Journal 3 Entry 1 data.

Table 30

Journal 3 Entry 1 Individual Results

Student	Total characters	Correct characters	Percent correct
1	1	1	100%
2	15	13	87%
3	7	4	57%
4	10	0	0%
5	6	6	100%
6	3	2	67%
7	14	12	86%
8	17	16	94%
9	No Data	No Data	No Data
10	38	29	76%
11	6	5	83%
12	18	0	0%
13	28	28	100%
14	1	0	0%
15	14	11	79%
16	16	11	69%
17	17	14	82%
18	13	0	0%
19	16	12	75%
20	9	6	67%

Table 30 indicates participants used between one and 38 total characters and between zero and 29 correct characters when completing Entry 1 of Journal 3. One participant did not complete Journal 3 Entry 1. Overall, there was variability in the total characters and correct characters used by participants.

Table 31 presents students' Journal 3 Entry 1 summary statistics.

Table 31

Journal 3 Entry 1 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
13.11	8.82	8.95	8.50

*Rounded to hundredth

Table 31 shows that the number of average total characters participants used was 13.11 (SD=8.82) and the average number of correct characters was 8.95 (SD=8.50).

Table 32 presents participants' individual Journal 3 Entry 2 data.

Table 32

Journal 3 Entry 2 Individual Results

Student	Total characters	Correct characters	Percent correct
1	1	0	0%
2	6	6	100%
3	6	2	33%
4	16	2	12.5%
5	6	6	100%
6	4	4	100%
7	5	5	100%
8	16	16	100%
9	5	5	100%
10	21	13	62%
11	12	10	83%
12	12	3	25%
13	9	9	100%
14	6	2	33%
15	6	0	0%
16	19	13	68%
17	8	3	38%
18	4	0	0%
19	12	12	100%
20	17	17	100%

Table 32 shows that participants used between one to 21 total characters and between zero and 17 correct characters when completing Entry 2 of Journal 3. Overall, there was variability in the total characters and correct characters used by participants.

Table 33 presents participants' Journal 3 Entry 2 summary statistics.

Table 33

Journal 3 Entry 2 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
9.55	5.56	6.40	5.28

*Rounded to hundredth

Table 33 shows that the average number of participants' total characters used was 9.55 (SD=5.56) and the average number of correct characters was 6.40 (SD=5.28).

Table 34 presents Journal 3 summary statistics.

Table 34

Journal 3 Summary Statistics

Entry	M=Total characters*	M= Correct characters*
1	12.45	8.50
2	9.55	6.40
Difference	2.90 fewer total characters	2.10 fewer correct characters

*Rounded to hundredth

Table 34 shows the average number of total characters used decreased from 12.45 to 9.55, resulting in 2.90 fewer characters used in Journal 3 Entry 2 than in Journal 3 Entry 1. The average number of correct characters used decreased from 8.50 to 6.40, resulting in 2.10 fewer correct characters used in Entry 2 than in Entry 1. Journal 3 Entry 1 was completed prior to the cultural activity inclusion in the lesson and Journal 3 Entry 2 was completed after students partook in the cultural activities for week one's lesson. The number of total characters used decreased by 23.29%, and number of correct characters used decreased by 24.71%.

Table 35 presents participants' individual Journal 4 Entry 1 data.

Table 35

Journal 4 Entry 1 Individual Results

Student	Total characters	Correct characters	Percent correct
1	2	2	100%
2	12	10	83%
3	4	2	50%
4	12	8	67%
5	19	17	89%
6	4	2	50%
7	3	2	67%
8	25	19	76%
9	4	2	50%
10	6	6	100%
11	3	2	67%
12	7	0	0%
13	4	2	50%
14	6	5	83%
15	22	0	0%
16	4	2	50%
17	10	9	90%
18	4	0	0%
19	4	2	50%
20	4	3	75%

Table 35 shows participants used between two and 25 total characters and between zero and 19 correct characters when completing Entry 1 of Journal 4. Overall, there was variability in the total number of characters and correct number of characters used by participants.

Table 36 presents participants' Journal 4 Entry 1 summary statistics.

Table 36

Journal 4 Entry 1 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
7.95	6.58	4.75	5.24

*Rounded to hundredth

Table 36 shows that participants' average number of total characters used was 7.95 (SD=6.58) and the average number of correct characters was 4.75 (SD=5.24).

Table 37 presents participants' individual Journal 4 Entry 2 data.

Table 37

Journal 4 Entry 2 Individual Results

Student	Total characters	Correct characters	Percent correct
1	No Data	No Data	No Data
2	28	24	86%
3	1	1	100%
4	13	0	0%
5	17	17	100%
6	20	17	85%
7	10	8	80%
8	20	13	65%
9	No Data	No Data	No Data
10	21	10	48%
11	9	5	56%
12	16	9	56%
13	14	0	0%
14	37	35	95%
15	7	7	100%
16	17	12	71%
17	14	12	86%
18	13	0	0%
19	22	17	77%
20	12	6	50%

Table 37 demonstrates participants used between one and 37 total characters and between zero and 35 correct characters when completing Entry 2 of Journal 4. Two participants did not complete Journal 4 Entry 2. Overall, there was variability in the total characters and correct characters used by participants.

Table 38 presents students' Journal 4 Entry 2 summary statistics.

Table 38

Journal 4 Entry 2 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
16.17	7.86	10.72	8.86

*Rounded to hundredth

Table 38 shows that the participants' average number of total characters used was 16.17 (SD=7.86) and the average number of correct characters was 10.72 (SD=8.86).

Table 39 presents Journal 4 summary statistics.

Table 39

Journal 4 Summary Statistics

Entry	M=Total characters*	M= Correct characters*
1	7.95	4.75
2	16.17	10.72
Difference	8.22 more total characters	5.97 more correct characters

*Rounded to hundredth

Table 39 shows that the average number of total characters used increased from 7.95 to 16.17. In all, 8.22 more characters were used in Entry 2 than in Entry 1. The average number of correct characters used increased from 4.75 to 10.72, resulting in an average of 5.97 more correct characters used in Entry 2 than in Entry 1. Journal 4 Entry 1 was completed prior to cultural activity inclusion in the lesson and Journal 4 Entry 2 was completed after students partook in the cultural activities for week one's lesson. The number of total characters used increased by 103.40%, and the number of correct characters used increased by 125.68%.

Table 40 presents participants' individual Journal 5 data.

Table 40

Journal 5 Individual Results

Student	Total characters	Correct characters	Percent correct
1	10	7	70%
2	12	8	67%
3	11	10	91%
4	15	8	53%
5	12	12	100%
6	13	4	31%
7	8	8	100%
8	17	13	76%
9	12	8	67%
10	19	16	84%
11	14	12	86%
12	10	8	80%
13	21	4	19%
14	14	13	93%
15	13	11	85%
16	20	16	80%
17	13	9	69%
18	7	5	71%
19	16	5	31%
20	20	16	80%

Table 40 shows participants used between seven and 21 total characters and between four and 16 correct characters when completing Journal 5. Overall, there was less variability in the number of total characters and the number of correct characters used by participants. Journal 5 was a summative journal and only had one entry.

Table 41 presents students' Journal 5 summary statistics.

Table 41

Journal 5 Summary Statistics

M=Total characters*	SD=Total characters*	M= Correct characters*	SD= Correct characters*
13.85	3.88	9.65	3.77

*Rounded to hundredth

Table 41 shows that the average number of total characters used was 13.85 (SD=3.88) and the average number of correct characters was 9.65 (SD=3.77).

Table 42 presents the journal mean of total characters comparative statistics.

Table 42

Journal Mean Total Comparative Statistics by Entry

Journal	Entry 1 M=total characters*	Entry 2 M=total characters*
Journal 1	8.05	15.17
Journal 2	13.20	13.00
Journal 3	13.11	9.55
Journal 4	7.95	16.17

*Rounded to hundredth

Table 42 shows the comparison of average number of total characters used between Entry 1 and Entry 2 by journal. Journal 1 Entry 1 was completed prior to cultural activity inclusion in the lesson, and Journal 1 Entry 2 was completed after students partook in the cultural activities for week one's lesson. The inclusion of the cultural activities increased the number of total characters used by 88.45% for Journal 1 and increased number of total characters used by 103.40% for Journal 4. For Journal 2, the number of total characters used was maintained. The number of total characters used decreased by 27.15% for Journal 3. Journal 5 was a summative journal and only had one entry; therefore, it was not used for comparison.

Table 43 presents the journal mean of correct character comparative statistics.

Table 43

Journal Mean Correct Comparative Statistics by Entry

Journal	Entry 1 M=correct characters*	Entry 2 M=correct characters*	Mean difference*
Journal 1	6.39	12.11	+5.72
Journal 2	8.95	7.85	-1.1
Journal 3	8.95	6.40	-2.55
Journal 4	4.75	10.72	+5.97

*Rounded to hundredth

Table 43 shows the comparison of average number of correct characters used between Entry 1 and Entry 2 by journal. Journal 1 Entry 1 was completed prior to the cultural activity inclusion in the lesson, and Journal 1 Entry 2 was completed after students partook in the cultural activities for week one's lesson. The inclusion of the cultural activities increased the number of correct characters used by 89.51% for Journal 1 and increased the number of correct characters used by 125.68% for Journal 4. For Journal 2, the number of correct characters used decreased by 12.29%. For Journal 3, the number of correct characters used decreased by 28.49%. Journal 5 was a summative journal and only had one entry; therefore, it was not used for comparison.

Table 44 presents the overall effects of the inclusion of cultural activities on the weekly journal entries.

Table 44

Overall Effects of Inclusion of Cultural Activities on Journal Entries

Journal	Total characters used*	Correct characters used *
Journal 1	Increased (88.45)	Increased (89.51)
Journal 2	Maintained (0%)	Decreased (12.29)
Journal 3	Decreased (27.15)	Decreased (28.49)
Journal 4	Increased (103.40)	Increased (125.68)

*Rounded to hundredth

Table 44 shows the effects of the cultural activities on the journal entries. Data from Journals 1 and 4 showed large increases in both the number of total characters used and the number of correct characters used. Data from Journal 2 showed that the number of total characters used was maintained as well as a slight decrease in the number of correct characters used. Data from Journal 3 showed a decrease in both the number of total characters used and the number of correct characters used.

Research Question 2 Results

What are parents' perceptions of the impact of including culture elements in Chinese language teaching on their children's understanding of Chinese? The data collected for Research Question 2 was qualitative and included parent surveys and parent interviews.

Table 45 displays the data matrix for Research Question 2.

Table 45

Research Question 2 Matrix

Research question	Data to be collected	Data Type
2: What are parents' perceptions of the impact of including culture elements in Chinese language teaching on their children's understanding of Chinese?	Parent surveys Parent interviews	Theme coding

The instruments in the matrix displayed in Table 45 included parent surveys and parent interviews. Theme coding was used to analyze the data. Themes included the relevance, learner enjoyment, increased learning, and increased student/parent communication.

Table 46 displays the summative results of parent survey items 1 and 2.

Table 46

Parent Survey Items 1 and 2 Summative Results: Shopping

My child was interested in the Chinese shopping experience		The Chinese shopping experience helped my child learn Chinese	
Strongly Agree	16	Strongly Agree	7
Agree	1	Agree	10
Disagree	0	Disagree	0
Strongly Disagree	0	Strongly Disagree	0

Reflected in Table 46, 16 participants of 20 strongly agreed with the statement, "My child was interested in the Chinese shopping experience"; one participant agreed; and no participant showed any disagreement. Seven participants of 20 strongly agreed with the statement, "The Chinese shopping experience helped my child learn Chinese"; 10 participants agreed; and no

participant showed any disagreement.

Table 47 displays the summative results of parent survey items 3 and 4.

Table 47

Parent Survey Items 3 and 4 Averages: Dumpling Making

My child was interested in the making dumplings activity		The making dumplings experience helped my child learn Chinese	
Strongly Agree	14	Strongly Agree	6
Agree	3	Agree	11
Disagree	0	Disagree	0
Strongly Disagree	0	Strongly Disagree	0

Reflected in Table 47, 14 participants of 20 strongly agreed with the statement, “My child was interested in the making dumplings activity”; three participants agreed; and no participant showed any disagreement. Six participants of 20 strongly agreed with the statement, “The making dumplings experience helped my child learn Chinese”; 11 participants agreed; and no participant showed any disagreement.

Table 48 displays the summative results of parent survey items 5 and 6.

Table 48

Parent Survey Items 5 and 6 Averages: Calligraphy Practice

My child was interested in the calligraphy practice		The calligraphy practice helped my child learn Chinese	
Strongly Agree	14	Strongly Agree	8
Agree	3	Agree	9
Disagree	0	Disagree	0
Strongly Disagree	0	Strongly Disagree	0

Reflected in Table 48, 14 participants of 20 strongly agreed with the statement, “My child was interested in the calligraphy practice”; three participants agreed; and no participant showed any disagreement. Eight participants of 20 strongly agreed with the statement, “The calligraphy practice helped my child learn Chinese”; nine participants agreed; and no participant showed any disagreement.

Table 49 displays the summative results of parent survey items 7 and 8.

Table 49

Parent Survey Items 7 and 8 Averages: Chinese Characters

My child was interested in the Chinese character structure analysis to understand the history of Chinese character evolvement		The Chinese character structure analysis to understand the history of Chinese character evolvement helped my child learn Chinese	
Strongly Agree	8	Strongly Agree	9
Agree	9	Agree	7
Disagree	0	Disagree	1
Strongly Disagree	0	Strongly Disagree	0

Reflected in Table 49, eight participants of 20 strongly agreed with the statement, “My child was interested in the Chinese character structure analysis”; nine participants agreed; and no participant showed any disagreement. Nine participants of 20 strongly agreed with the statement, “The Chinese character structure analysis helped my child learn Chinese”; seven participants agreed; and one participant disagreed.

Table 50 displays the summative results of parent survey items 9, 10, and 11.

Table 50

Parent Survey Items 9, 10, and 11 Averages: Poem Reciting

My child was interested in poem reciting		The poem reciting helped my child learn Chinese		The poem-reciting helped my child know more about Chinese culture	
Strongly Agree	9	Strongly Agree	10	Strongly Agree	10
Agree	8	Agree	7	Agree	6
Disagree	0	Disagree	0	Disagree	1
Strongly Disagree	0	Strongly Disagree	0	Strongly Disagree	0

Reflected in Table 50, nine participants of 20 strongly agreed with the statement, “My child was interested in poem reciting”; eight participants agreed; and no participant showed any disagreement. Ten participants of 20 strongly agreed with the statement, “The poem reciting helped my child learn Chinese”; and seven participants agreed. Ten participants of 20 strongly agreed with the statement, “The poem-reciting helped my child know more about Chinese culture”; six participants agreed; and one participant disagreed.

Table 51 displays the summative results of parent survey items 12, 13, and 14.

Table 51

Parent Survey Items 12, 13, and 14 Averages: Chinese Culture Activities

My child would like to have more Chinese culture activities in the future		The Chinese culture activities made my child more interested in learning Chinese		Bringing cultural elements into language learning is beneficial for my child's understanding of Chinese	
Strongly Agree	15	Strongly Agree	14	Strongly Agree	14
Agree	2	Agree	3	Agree	3
Disagree	0	Disagree	0	Disagree	0
Strongly Disagree	0	Strongly Disagree	0	Strongly Disagree	0

Reflected in Table 51, 15 participants of 20 strongly agreed with the statement, “My child would like to have more culture activities in the future”; two participants agreed; and no participant showed any disagreement. Fourteen participants of 20 strongly agreed with the statement, “The Chinese culture activities made my child be more interested in learning Chinese”; three participants agreed; and no participant showed any disagreement. Fourteen participants of 20 strongly agreed with the statement, “Bringing cultural elements into language learning is beneficial for my child’s understanding of Chinese”; three participants agreed; and no participant showed any disagreement.

Table 52 displays the summative results of parent survey items 15 and 16.

Table 52

Parent Survey Items 15 and 16 Averages: Chinese Culture Expectations

I expect my child to understand Chinese culture in addition to knowing the language when he/she graduates		I expect my child to be able to communicate with native Chinese speakers in a natural Chinese context when he/she graduates	
Strongly Agree	16	Strongly Agree	16
Agree	1	Agree	1
Disagree	0	Disagree	0
Strongly Disagree	0	Strongly Disagree	0

Reflected in Table 52, 16 participants of 20 strongly agreed with the statement, “I expect my child to understand Chinese culture in addition to knowing the language when he/she graduates”; one participant agreed; and no participant showed any disagreement. Sixteen participants of 20 strongly agreed with the statement, “I expect my child to be able to communicate with native Chinese speakers in a natural Chinese context when he/she graduates”; one participant agreed; and no participant showed any disagreement.

Table 53 presents the parent survey item 17 individual results.

Table 53

Parent Survey Item 17 Open-Ended Question

Parent	What are your overall thoughts about including the teaching of Chinese culture into the Chinese language lessons?
1	Fundamental part of learning Chinese
2	Love the idea. It gives some fun to add to Chinese learning
3	It makes it much more fun for the learners
4	Very beneficial. Thankful for this opportunity
5	Fun and beneficial
6	Great idea.
7	Needs to be implemented to encourage the kids as much as possible
8	Culture impacts the learning of language
9	Great
10	Made my child more aware and relate to Chinese people
11	Great
12	No Data
13	No Data
14	Wonderful. Increased my child's excitement to attend class
15	No Data
16	Compliments to enrich the learning
17	No Data
18	Wonderful. Add interest and motivation to student's daily learning
19	Feel lucky and appreciative for my child to participate.
20	No Data

Table 53 shows that most participants thought that including the teaching of Chinese culture into the Chinese language lessons was great. The theme of enjoyment was discovered as participants thought that the inclusion of the cultural activities was “fun,” “loved the idea,” “great,” and “wonderful.” A theme of relevance of learning was uncovered as participants

thought the culture and language are related to each other through their statements of “fundamental part,” culture impacts the learning,” and “compliments to enrich learning.”

Table 54 displays paraphrases of the individual participant’s responses for item 1 of the parent interview.

Table 54

Parent Interview Item 1

Parent	What can you tell me about your perceptions of incorporating Chinese culture in my Chinese language classroom?
1	Understand more, relate to target culture, and relate to own culture.
2	Gives new dimension, makes learning relevant.
3	Really enjoys.
4	Wonderful idea.
5	Great for the students, more motivation to learn.

Overall, the themes of relevance and enjoyment were discovered as the participants felt incorporating Chinese cultural activities in the Chinese language classroom made learning more relevant and indicated that their children were able to relate more to the information and understand more. Participants also reported that their children experienced increased motivation and enjoyment of learning.

Table 55 displays paraphrases of the individual participant’s responses for item 1a of the parent interview.

Table 55

Parent Interview Item 1a

Parent	Did you discuss any of the cultural activities with your child during this unit?
1	Yes, food.
2	Yes, Asia Market.
3	Yes, all the cultural activities except poem reciting.
4	Yes, Asia market, making dumplings, poem reciting.
5	Yes, all the cultural activities except structure of characters.

Table 55 shows that all participants discussed the cultural activities with their child during the unit 2 study. Four participants mentioned they talked about the Asia Market. Three participants talked about making dumplings. Two participants mentioned poem reciting.

Table 56 displays the individual participant's responses for item 1b of the parent interview.

Table 56

Parent Interview Item 1b

Parent	During unit 2 when cultural activities were included, did you notice any differences in the way your child talked about their Chinese learning?
1	Yes, specific types of food, providing target culture learning styles different from own culture learning styles.
2	Yes, gives different frame of reference, helps put into context, learning more applicable.
3	Yes, immensely different. More to talk about from class, really likes it.
4	More animated and excited.
5	More excitement about it, she is more proud about learning Chinese, more excited to learn and go to school.

Table 56 shows the themes of excitement and attitude in sharing about the learning increased as all participants noticed some difference in the way their child talked about their

Chinese learning. Two participants said their child became more excited about learning Chinese.

Table 57 displays the individual participant's responses for item 2 of the parent interview.

Table 57

Parent Interview Item 2

Parent	What can you tell me about your child's learning experiences?
1	My child's learning experiences are much better.
2	Interested in all new things. Appreciate the Chinese program.
3	Liked Asia market, proud of calligraphy work, liked making dumplings.
4	Likes learning and loves when we incorporated things. Talked a lot about the activities. That is good.
5	More to say about school, really enjoys it.

Table 57 shows the themes of increased interest and willingness to share learning experiences, as most participants thought their child enjoyed learning. One participant mentioned her child liked to have these cultural activities incorporated in his learning. One participant said she appreciated the Chinese program because her child experienced new things.

Table 58 displays the individual participant's responses for item 2a of the parent interview.

Table 58

Parent Interview Item 2a

Parent	How do you feel the cultural activities impacted your child's Chinese learning?
1	Great impact, relates to learning more, relating what he learned to the specific activities.
2	Made learning more relevant, able to put into context.
3	Understand more culture and language.
4	Lots of vocabulary.
5	Really beneficial.

As displayed in Table 58, the themes of impact of the activities and increased understanding were discovered. One participant thought the cultural activities greatly impacted her child's Chinese learning. One participant mentioned the cultural activities made the learning more relevant. One participant said the cultural activities made her child understand more culture and language. One participant thought the cultural activities were beneficial.

Table 59 displays the individual participant's responses for item 2b of the parent interview.

Table 59

Parent Interview Item 2b

Parent	How do you feel the cultural activities impact your child's Chinese academic performance?
1	Tremendously, better understanding of language and learning style.
2	Makes more relevant, more compassion to learn.
3	Likes calligraphy and more hands on.
4	Vocabulary.
5	Hope will be positive, hard to know in such a short amount of time, should do all year long, it was great.

As displayed in Table 59, themes of increased understanding and relevance of the activities were noted. One participant thought the cultural activities tremendously impacted her child's Chinese academic performance. One participant mentioned the cultural activities made the learning more relevant. One participant said the cultural activities included in the classroom solidified her understanding that her child likes hands-on activities. One participant thought that the cultural activities had a positive impact and that teachers should incorporate the cultural activities all year long.

Table 60 displays the individual participant's responses for item 3 of the parent interview.

Table 60

Parent Interview Item 3

Parent	Overall do you think the cultural activities will be beneficial for your child's Chinese learning?
1	Absolutely, definitely. The ability to read and apply helps learning for kids. Important to learn culture with history.
2	Absolutely, helps understand about other new things.
3	Most certainly, definitely.
4	Think so, hope you continue, wish do more.
5	Yes, absolutely definitely would like to see more of it.

As displayed in Table 60, the theme of positive impression was discovered as all participants thought that the cultural activities would be beneficial for their child's Chinese learning. Two participants hoped to see more cultural activities in the future.

Summary

Chapter 4 was organized by research questions and the data collected to answer the research questions. There were two research questions: How does exposure to aspects of Chinese culture influence student achievement in Chinese language learning; and what are parents' perceptions of the impact of including elements in Chinese language teaching? Quantitative data and qualitative data were collected to investigate the answers to the research questions. Quantitative data included students' two unit tests and the five journal entries. Descriptive statistics were used to analyze the data. Qualitative data included the parent survey and interviews. Theme coding was used to analyze the data. Chapter 5 provides discussion and conclusion of the data analysis.

Chapter 5: Discussion

The current research study attempted to explore revised practices and strategies of including increased cultural activities into a Chinese immersion program and analyze the impact on students' Chinese learning performance. The guiding question was, "How does cultural element introduction in classroom teaching impact students' learning?" The following research questions were explored:

1. How does exposure to aspects of Chinese culture (products, practices, perspectives) influence student achievement in Chinese language learning?
2. What are parents' perceptions of the impact of including cultural elements in Chinese language teaching in a language immersion program on their children's understanding of Chinese?

Research Question 1 Summary of Findings

The purpose of the first research question was to investigate the impact of the inclusion of the cultural elements in Chinese teaching on students' achievement in Chinese learning. Schumann (1978) expressed that the acceptance of the target language's culture and societal norms will determine the level of proficiency in the target language. Cultural activities were incorporated in Chinese teaching during the Unit 2 study. Students experienced a different cultural activity each week over the course of 4 weeks during Unit 2. Students completed journals on each of the cultural activities. The Unit 2 test was taken at the conclusion the fifth week. The Unit 2 test scores and the Unit 1 test scores were collected for comparison and to investigate the impact of the cultural activities on students' achievement in Chinese learning.

Finding one. From Unit 1 to Unit 2, there was a decrease in the number of correctly dictated words as well as the number of correctly formed sentences. The researcher suspected

this decrease was due to the limited time available for students to work on preparing for the unit test. During the regular instruction (before the cultural elements were added,) students spent more time on the exercises of copying the characters, making sentences with the given phrases, and putting the sentences into the right order. The Chinese literacy instruction time is 7.5 hours per week. Students spent approximately three hours completing exercises without the cultural activities integrated in the teaching. All of these activities were completed in class or as homework to prepare for the test; however, during the cultural intervention weeks, students had approximately two hours less time per week to complete the practice exercises due to their participation in the weekly cultural activities. The cultural activities were conducted during the Chinese literacy time, which was a fixed part of the schedule. Students' practice in writing the characters and completing the sentence exercises assisted in their test preparation; therefore, the limited amount of time available to practice may have affected the Unit 2 test results.

Finding two. From Unit 1 to Unit 2, the data reflected an increase in the number of correctly identified strokes and correctly generated phrases. The researcher concluded that even with limited practice time for Unit 2, the videos of the character structure analysis helped students understand the character structure through a more interesting and engaging manner; therefore, students may have been able to more readily understand the character structure. During the regular instruction (before the cultural elements were added), students practiced tracing the strokes to prepare for the test. This type of instruction can be difficult for students if they are visual learners, and the repetitive writing of the strokes may have resulted in a loss of interest in writing the characters. The character structure video provided visual images to the students, and the explanation of the structure may have helped students gain a better understanding.

Furthermore, during the calligraphy practice, students practiced writing the strokes by using the brush pens, which were regarded as “very cool” by the students, resulting in an increased interest and engagement of writing the strokes; this reaction by the students may have resulted in the increased identification of the strokes.

Finding three. From Unit 1 to Unit 2, an increase in the number of correctly generated phrases occurred. The researcher concluded this increase in performance could have resulted from the broadening of experiences during the cultural intervention weeks. The increase in experiences from participating in the cultural activities may have provided more phrases for the students to generate.

During the cultural intervention weeks, students were exposed to different cultural activities, which may have increased their knowledge of Chinese culture: the food, the calligraphy, the poem, etc. Students would not know words such as “包子” (Chinese bun) or “活鱼” (alive fish) if they did not go to the Chinese store. Since students knew more words, their performance in generating the phrases increased. Factors such as motivation to learn and social distance are important in the success of language learning (Chao, 1993). By participating in the cultural activities, students became more engaged in Chinese learning. The students became more interested in Chinese culture, which motivated their Chinese learning.

Finding four. From Unit 1 to Unit 2, there was a slight decrease in errors made during reading. The average number of mistakes in Unit 1 was two. The average number of mistakes in Unit 2 was one. During the regular instruction (before the cultural elements were added), students spent approximately 25 minutes per week for reading aloud the text. During the cultural intervention weeks, students spent almost the same amount of time for reading aloud. The test results were very close.

Finding five. In some journal entries, a change occurred between the first journal entries and the other journal entries; however, in others, there was no change. An increase in the total number of characters used occurred in Entry 2 of Journal 1 as well as in Entry 2 of Journal 4. The Journal 1 topic was about the Chinese store, and students were very excited for the opportunity to shop in a Chinese store off campus, seeing many different foods and talking with some native Chinese people. According to Chao (1993), if a student communicates with native Chinese speakers, it is very likely that this student will be more successful in learning Chinese. When students applied what they had learned during that week in their journal, they were engaged in writing down their experiences in the Chinese store, resulting in an increase in the total characters used in Entry 2. Narratives receive great interest because they have a central place in human lives (Westby, 1994). Journal 4's topic was on the Chinese poem. The poem was written in four lines in rhymes with five characters in each line. The poem's title was “静夜思” (*Thoughts in a Silent Night*). It was a famous poem written by poet Li Bai, who lived during the Tang Dynasty more than 1,000 years ago. The author was thinking of his hometown when he saw the bright moon one night. Because the poem was new to the students, along with the Tang Dynasty introduction, students showed interest in reading the poem. Students had a poem-reciting show at the end of that week. Some students were excited that they were able to recite the poem. The introduction of the Chinese poems may have aroused the students' interests in understanding the poems and remembering the poems; therefore, students were able to write more in Journal 4 Entry 2, resulting in an increase in the total characters used.

The total number of characters used in Entry 2 of Journal 2 was effectively maintained from the first journal, as the average total number of characters used only decreased from 13.20 to 13.00. The topic of Journal 2 was about Chinese food. The students learned how to make

dumplings, and their journal entries reflected their limited experience with their writing focused only on dumplings.

There was a decrease in the total characters used in Entry 2 of Journal 3. The Journal 3 topic was about Chinese characters. Students had calligraphy practice and watched videos of the character structure analysis in week three. The researcher believed students understood more about the Chinese characters, but it was difficult for the students to write about their opinions on the Chinese characters because the narrative writing was easier than the expository writing for the students. Sun (2008) supported this belief, “Narrative skills develop earlier than those used in writing expository text, where narrative is the earliest extended monologue text produced by children” (p. 18). Being second graders, the students have more chances to practice writing about what they did but have fewer chances to write about their opinions in Chinese. A study done by Hidi and Hildyard (1983) indicated that narrative text was produced more easily and was found to be longer and more coherent than expository text in both third and fifth graders. Berman and Katzenberger (2004) suggested that the well-formed expository texts are constructed beginning from high school (as cited in Sun, 2008, p. 19).

Journal 5 was a summative journal with only one entry where the students were asked to write about their favorite experience during Unit 2; therefore, there is no comparison, but overall, the total number of characters used was similar to Entry 2 numbers for the other journals.

The researcher also collected data on the total number of correct characters used. The researcher found that there was an increase in correct characters used for Journal 1 and Journal 4. For Journal 1, the researcher thought that students applied what they learned in Lesson 5 (Go Shopping) to write their experience in the Asia Market. Students could use the exact sentences from Lesson 5, so they wrote Journal 1 Entry 2 with more correct characters. For Journal 4,

some students could remember the poem, so they just wrote down the poem, which resulted in many correct characters in Journal 4 Entry 2. There was a decrease in correct characters used for Journal 2 and Journal 3. For both journals, students could not find the similar sentences from the texts that were taught during those 2 weeks. During the week of learning Lesson 6 (Things I can Do), students wrote Journal 2. Students were not provided any similar sentences from the text for Journal 2. They had to write all of their entry in their own words; therefore, they made more mistakes. It was the same situation for Journal 3. During the week of learning Lesson 7 (Two Precious Organs), students wrote Journal 3. They could not apply what they learned from Lesson 7 to write Journal 3 because the text was about the hands and the brain, while the journal topic was about the Chinese characters; so students made more mistakes compared to Journal 1 and Journal 4.

Overall, the researcher concluded, students increased the number of total characters used in their journals because of the experiences in which they participated. In most cases, the activities increased student excitement and engagement; therefore, they were more inclined to express that in their journals especially in the narrative writing. Westby (1994) argued that narrative writing requires children to integrate language skills into a literate language production without assistance but that the acquisition of expository writing needs exposure to formal schooling.

The unit test data reflected only small changes from Unit 1 and Unit 2. The researcher concluded this result could be influenced by several factors such as limited time to practice and test anxiety due to the summative nature of the assessments.

The journal grades were not connected to the class report card, so students were encouraged to write as much as they could, and it would not negatively impact their grade. This

formative assessment could have also contributed to the increase in the usage of total characters in the journals.

Connection to literature. Lin (2017) suggested that bringing in the cultural elements to the language teaching may help students be more interested in learning Chinese. The researcher explored what culture elements could be introduced and how to effectively introduce such elements to students. Among many culture frameworks, the 3P culture framework published by the National Standards in Foreign Language Education Project (1999) shows a clear view of culture learning in foreign language teaching. The researcher used the 3P culture model as the conceptual framework to guide this action research study. Week one's culture activity was visiting Asia Market, a Chinese store.

Expanding students' learning experiences outside the classroom not only enables them to get more exposure to the target culture available in their communities, but also encourages them to take an active role in activating their feeling, knowing and thinking in learning a new language and culture. (Kohonen et al., 2001, p. 71)

Students had the opportunity to interact with native Chinese people in the store, further expanding the experience. The students were able to see different foods in the store and further their understanding of the value and importance of food by Chinese people. Allowing students to visit the store in person introduced this cultural perspective in a natural manner. Week two's culture activity was making dumplings. Du (2008) suggested that exploration of cultural products such as food could be used in the discussion on cultural topics. Students were able to make the dumplings, a traditional Chinese food, allowing them to further understand why Chinese people made dumplings and when to eat them. The dumpling activities included both culture of products and perspectives in week two's literacy teaching. Week three's culture

activity was calligraphy practice and the character structure analysis. Huang (2003) recommended opportunities for both cultural learning and language learning should be provided to the students. Students were excited to hold the brush pen and dip in the ink to practice calligraphy. They also learned that calligraphy practice helps people to form a moderate mind, which is an important Chinese value. Week four's culture activity was poem reciting. Whitin (1984) pointed out that poetry provided good material for beginning readers. Students learned about the Chinese poem and appreciated the beauty of the rhyme in the poem. This cultural product was exposed to students, and the literacy teaching was incorporated in week four.

Implications and recommendations. The researcher suggests the use of formative assessments to increase familiarity of summative assessment material for dictating, identifying strokes, generating phrases, and forming sentences. Time spent practicing is important, yet the time needed to include cultural activities takes away from time to prepare for summative assessment; therefore, more formative assessments should be implemented in order to prepare students for summative assessments.

The inclusion of cultural activities can increase student engagement and excitement in their learning and can translate into increased expression of their learning through journals. The cultural activities required time to be implemented.

As a teacher, the researcher recommends one way to solve the problem of limited time for the cultural activities is to expand the time frame from one lesson for each week to one lesson every 2 weeks based on the results of this study. The benefits of cultural activities were evident in journal entries – students applied more characters to write. The researcher suggests providing enough time for students to do the exercise practice to prepare for the test and implement some cultural activities that are related to the Chinese literacy topics.

Research Question 2 Summary of Findings

The second research question explored parents' perceptions of the impact of including cultural elements in Chinese teaching on their children's understanding of Chinese. Based on the data collected from the parent survey, parents expressed agreement with the inclusion of cultural activities and saw a positive impact on their children's learning. Some parents thought that including the cultural activities was a great idea. Some parents thought that it was fun to add the cultural activities to Chinese learning. Some parents thought that the cultural activities made students be more interested and motivated to their Chinese learning. Some parents felt thankful for their children's being able to participate in the cultural activities. Among all the survey questions, there were only two disagreements: One participant disagreed with survey item 8, "The Chinese character structure analysis to understand the history of Chinese character evolution helped my child learn Chinese"; and one participant disagreed with survey item 11, "The poem reciting helped my child learn Chinese."

The parent interviews provided the researcher more perspective on the parents' perceptions of the impact of including the cultural activities on their children's Chinese learning. Overall, parents felt the cultural activities had positive impacts on their child's Chinese learning. Parent 1 said the cultural activities were very important and should be implemented all year long. Parent 2 thought that the cultural activities made her child's learning more relevant and gave her another way to learn Chinese. Parent 3 mentioned that her child talked about the cultural activities with her at home nonstop because she really enjoyed the activities. Parent 4 said that her child was more excited about Chinese learning, so she hoped that the school could continue the cultural activities because she thought it was great. Parent 5 pointed out that the cultural activities helped her child have more motivation to learn Chinese; she noticed her child was

more excited to go to school to learn.

During the interviews, parents indicated they were really pleased to see the excitement and motivation in their child's Chinese learning because of the cultural activities. Their hope of continuing the cultural activities further supported the implementation of cultural activities in the future.

Connection to literature. Vygotsky (1978) defined the zone of proximal development as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). Reineke (1995) stated that “As Vygotsky argued, movement within the ZPD is a fundamentally social process and is negotiated in conversation” (p. 22). “Elbers and his colleagues have argued that children are not passive recipients, but, instead, actively participate in the interactions they have with adults” (Reineke, 1995, p. 27). The cultural activities provided an opportunity for students to learn in a different way compared with the traditional direct instruction way, which helped to improve the level of potential development.

The conversations between parents and children impact learning. All the parents for the interviews said they discussed the cultural activities with their children. During the interviews, a parent reported that her child had more to say about school during the weeks of cultural activities and her child was able to really talk about what she learned during the day. “The parent-school partnership model sought to test the argument that parents' consistent involvement in their children's education will lead to increased student achievement” (Reineke, 1995, p. 46). Due to the increase in the students' conversations with their parents about the cultural activities, parent involvement in their child's learning increased, which impacted the students' learning positively.

Implication of findings. Parents were notified of all the cultural activities during the Unit 2 study. During the interview, the researcher found that parents were very thankful the opportunity existed for their children to have the cultural activities and reported that their children were very excited during the teaching. Insinger (2004) noted cultural activities are viewed as an enjoyable “treat” in the education curriculum (p. 141). Some parents wished for a continuance of these activities. Incorporating these activities supported meaningful conversations between the students and parents. Students had more to say about school because they were excited about the cultural activities. Mickelson (1990) noted the nature of positive attitudes toward education. Parents became more involved in students’ learning by having the conversations with their children and by attending the cultural celebration, parent survey, and interviews. Parent involvement research has consistently shown positive learning outcomes and increased parent support when parents are actively involved in the education of their children (Leis, 1995).

In conclusion, parents thought that including cultural elements in Chinese language teaching was important and impactful and positively influenced their children’s understanding of Chinese. Parents thought that the cultural activities were related to the language learning, which made their children become more excited in learning Chinese. Parents thought that their kids increased the sharing of learning experience because the kids increased the enjoyment of learning.

Limitations and Delimitations

Limitations. The number of Chinese immersion students who participated in this action research was 20; therefore, generalization to a larger population of Chinese immersion students is limited. There were five parents who were randomly chosen for the interview, again

representing a limited population that is not generalizable to all parents. The cultural activities were conducted for 6 weeks; this small time frame impacted the amount of data that could be collected and therefore only reflected this period of time in the classroom. Changes in students' performance can be more difficult to track in such a short period. Learning culture does not occur overnight, and time must pass in order for cultural understanding and resulting influences to develop.

Delimitations of the study. This study was an action research case study that took place in the researcher's colleague's classroom. The researcher administered surveys to the selected students' parents in order to gather various perspectives. Based on the content of the textbooks, the lesson plans were developed to include new cultural elements incorporated in the current instructional practices by the researcher. The cultural elements were designed based on the textbook that the students used so as to increase the interest of student learning and the cultural awareness to improve their Chinese proficiency. Since elements of this study were based on a textbook that all Chinese language learners may not use as a support, the study results may not be applicable to other students in different situations.

Suggestions for Future Research

Integrating culture into Chinese teaching requires the planning of what cultural elements should be introduced, how they should be introduced, and how much time should be spent on preparation and implementation. The researcher found that time is a challenging factor due to the rigors of following the current curriculum experienced by educators. It is suggested that future studies examine results based on implementation of cultural activities over a longer time period in order to further explore the impact of cultural activities on student learning. The researcher also suggests future studies that include other grade levels. Based on different grade

levels, different cultural elements can be incorporated into the Chinese teaching. Various topics of cultural elements can be explored to see what aspect best fits into which grade level. The researcher further suggests examination of the impact of increasing the activities' difficulty in order to increase the zone of proximal development so as to push the growing edge of the students. This adjustment in difficulty of activities might further support a curriculum that not only supports students in their learning but may also push them to improve upon their skills.

Integrating culture into the language learning can improve active learning not just in Chinese but other languages as well. In the United States of America, classrooms are populated with children from diverse cultural and socioeconomic backgrounds. The incorporation of culturally relevant teaching can improve their understanding of any language they are learning. The focus on relating culture to learning, whether it's for a target language or native language, can create new avenues of exposure to language and how it is used in a multitude of settings and subjects.

Additionally, the researcher identified some unintended outcomes of the study. These included an increase in parent engagement in their child's learning and an increase in student excitement regarding the target language. Therefore, it is suggested that the inclusion of cultural elements into all language learning could also improve parent engagement and student excitement about the material.

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Dear Haibin Li,

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Kind regards,
Brigitta Lauster
 The Culture Mastery

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*Figure 4. French & Bell's Iceberg Model. From *Wanted: A 21st Century Metaphor to Explain Culture* (para. 3) by C. Hoferle, 2013. Copyright 2013 by Hoferle. Reprinted with permission (Appendix A).*

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Hello Li Laoshi,

You are most welcome to publish this graph from my book. I have a more recent graph of U.S. schools if you'd like something more up to date. In fact, I just went through and updated the full list of Mandarin immersion schools last week, so I'll be updating the graph on Tuesday. <https://miparentscouncil.org/2019/01/02/newly-updated-for-2019-were-up-to-277-mandarin-immersion-programs-in-the-united-states/>

However, perhaps a graph from a published book is better than from a blog? though it's the same data set, I just keep updating it as more schools open.

I'm glad my book was helpful to you,

Sincerely,

Elizabeth Weise

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<image001.jpg>

Figure 3. Chinese Immersion Programs in the United States. From Mandarin Immersion Schools in the United States in 2014 (p. "Year-by-year") by E. Weise, 2013. Copyright 2013 by Weise. Reprinted with permission (Appendix A).

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Dissertation Candidate
Gardner-Webb University

From: [Weise, Elizabeth](#)

Sent: Sunday, January 20, 2019 7:06 PM

To: [REDACTED]

Subject: Re: Permission to reprint in dissertation

Hello Haibin Li,

You are most welcome to publish this graph from my book. I have a more recent graph of U.S. schools if you'd like something more up to date. In fact, I just went through and updated the full list of Mandarin immersion schools last week, so I'll be updating the graph on Tuesday.

<https://miparentscouncil.org/2019/01/02/newly-updated-for-2019-were-up-to-277-mandarin-immersion-programs-in-the-united-states/>

However, perhaps a graph from a published book is better than from a blog? though it's the same data set, I just keep updating it as more schools open.

I'm glad my book was helpful to you,

Sincerely,

Elizabeth Weise

On Jan 20, 2019, at 4:03 PM [REDACTED]

wrote:

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<image001.jpg>

Figure 3. Chinese Immersion Programs in the United States. From Mandarin Immersion Schools in the United States in 2014 (p. "Year-by-year") by E. Weise, 2013. Copyright 2013 by Weise. Reprinted with permission (Appendix A).

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Dissertation Candidate

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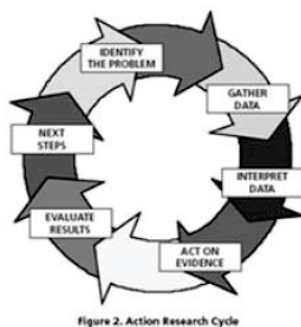


Figure 2. Action Research Cycle. From *Action Research* (p. 9) by E. Ferrance, 2000, Providence, RI. Copyright 2000 by Northeast and Islands Regional Educational Laboratory. Reprinted with permission (Appendix A).

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image006.png
image007.png
image008.png
image009.png
image011.png
image013.png

Congratulations on your progress on your dissertation! What a huge effort.

Yes, this is fine. Thanks for giving credit and checking in with us.

Best,

Margaret E. Malone, Ph.D.
Director, Center for Assessment, Research and Development
American Council on the Teaching of Foreign Languages (ACTFL)
1001 North Fairfax Street, Suite 200 | Alexandria, VA 22314
703.894.2900 ext. 123 | actfl.org | leadwithlanguages.org



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design to investigate the impact of the inclusion of cultural activities in classroom learning. I would like to request permission to reprint the following:



Figure 1. The Five C's of Foreign Language Study. From *Standards for Foreign Language Learning in the 21st Century* (p. 32) by National Standards in Foreign Language Education Project, 1999, Yonkers: NY. Copyright 1999 by American Council on the Teaching of Foreign Languages. Reprinted with permission (Appendix A).

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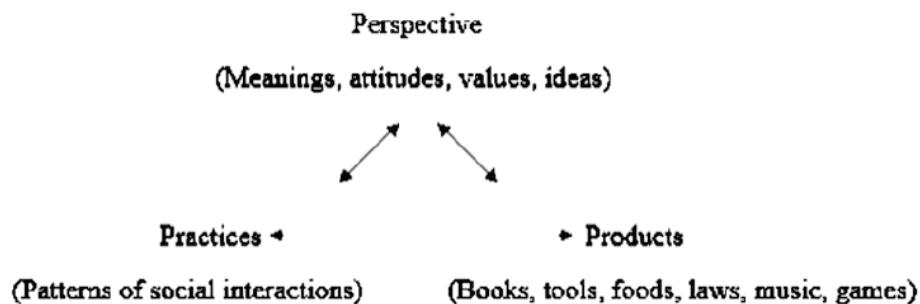


Figure 6. Culture Framework of the National Standards. From *Standards for Foreign Language Learning in the 21st Century* (p. 47) by National Standards in Foreign Language Education Project, 1999, Yonkers: NY. Copyright 1999 by American Council on the Teaching of Foreign Languages. Adapted with permission (Appendix A).

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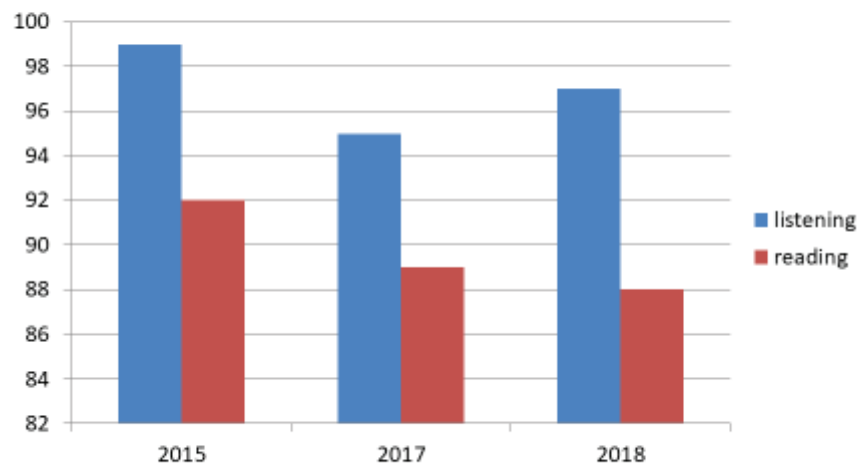
Thank you for your time and help!

Haibin Li
Dissertation Candidate
Gardner-Webb University

Appendix B

YCT Scores

YCT Listening and Reading Score



Appendix C

Ji Nan Book 2 Contents Table

Ji Nan Book 2 Contents

Unit 1	Lesson 1: At a Chinese School Lesson 2: In the Classroom Lesson 3: Class is Over
Unit 2	Lesson 4: Practice Good Manners Lesson 5: Go Shopping Lesson 6: Things I Can Do
Unit 3	Lesson 7: Two Precious Organs Lesson 8: Does the Moon Follow Us Lesson 9: Why
Unit 4	Lesson 10: Spring Rain Lesson 11: Rivers Lesson 12: School Is Over

Appendix D

Chinese Unit 1 Test

二年级中文第一单元测验
(Second Grade Chinese Unit 1 Test)

姓名_____ 学号_____ 日期_____ 成绩_____

一、听写 (Dictation) (28%)

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | |

二、写出下面字的第四画

(Write The 4th Stroke of The Following Characters) (8%)

- | | | |
|-----------|-----------|-----------|
| 1. 在_____ | 2. 欢_____ | 3. 那_____ |
| 4. 吗_____ | 5. 今_____ | 6. 告_____ |
| 7. 系_____ | 8. 做_____ | |

三、数笔画 (Count The Number of Strokes) (8%)

- | | | |
|-----------|-----------|-----------|
| 1. 画_____ | 2. 谁_____ | 3. 歌_____ |
| 4. 放_____ | 5. 教_____ | 6. 再_____ |
| 7. 她_____ | 8. 谢_____ | |

四、组词 (Make Phrases) (24%)

- | | |
|------------|------------|
| 1. 字_____ | 2. 午_____ |
| 3. 歌_____ | 4. 听_____ |
| 5. 那_____ | 6. 记_____ |
| 7. 笔_____ | 8. 关_____ |
| 9. 书_____ | 10. 本_____ |
| 11. 没_____ | 12. 再_____ |

五、造句 (Make Sentences) (20%)

1. 学习

2. 这是

3. 今天

4. 礼貌

六、读课文 (Read The Text) (12%)

Appendix E
Chinese Unit 2 Test

二年级中文第二单元测验
(Second Grade Chinese Unit 2 Test)

姓名_____ 学号_____
日期_____ 成绩_____

一、听写 (Dictation) (28%)

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | |

二. 数笔画, 填空 (Count the strokes and fill in the blanks) (12%)

- (1) “买” 一共有_____画, 第三画是_____。
- (2) “亮” 一共有_____画, 第六画是_____。
- (3) “饿” 一共有_____画, 第五画是_____。
- (4) “考” 一共有_____画, 第六画是_____。
- (5) “很” 一共有_____画, 第四画是_____。
- (6) “蛋” 一共有_____画, 第六画是_____。

三. 组词 (Make Phrases) (16%)

- | | |
|-----------|-----------|
| 1. 很_____ | 2. 玩_____ |
| 3. 卡_____ | 4. 亮_____ |
| 5. 别_____ | 6. 洗_____ |
| 7. 明_____ | 8. 双_____ |

四. 造句 (Make Sentences) (20%)

1. 昨天

2. 觉得

3. 可是

4. 双手

五. 连词成句 (Put the Given Words in the Correct Order to Make Sentences) (10%)

1. 我们 生日 歌唱 一起

2. 哥哥 书 爸爸 买 明天 和 去

3. 大脑 大家 思考 用

4. 写 哥哥 会 汉字

5. 会 云云 说 不会 汉语

六. 照例子找出不同类的词, 把它写在()里。(Fill in each blank with the word which does not belong to its group after the model) (6%)

例: 面包 蛋糕 牛奶 昨天 (昨天)

1. 哥哥 牛奶 姐姐 爸爸 ()

2. 说 讲 洗 书 ()

3. 谢谢 再见 孩子 没关系 ()

4. 书包 本子 笔 东西 ()

七、读课文 (Read the Text) (8%)

Appendix F
Student Journal

Student Journal Topics

Week 1: Imagine that you are in a Chinese store, what will you say to the people that you will meet at the store? What will you buy?

Week 2: Write about the Chinese food that you know. What is your favorite Chinese food? Why?

Week 3: Write about what do you think of Chinese characters? Are they difficult to write? Are they interesting to write?

Week 4: What Chinese poems do you know? What is your favorite Chinese poem and why?

Week 5: What is your favorite cultural activity? Why?

Appendix G
Parent Survey

Culture Elements Survey

Please select the response choice for questions 1 to 16 that best describes your agreement level with the statement. Please write the answer for question 17. Thank you for your time. Responses will have no effect on your child's grades.

1. My child was interested in the Chinese shopping experience.
 Strongly Agree Agree
 Disagree Strongly Disagree
2. The Chinese shopping experience helped my child learn Chinese.
 Strongly Agree Agree
 Disagree Strongly Disagree
3. My child was interested in the making dumplings activity.
 Strongly Agree Agree
 Disagree Strongly Disagree
4. The making dumplings activity helped my child learn Chinese.
 Strongly Agree Agree
 Disagree Strongly Disagree
5. My child was interested in the calligraphy practice.
 Strongly Agree Agree
 Disagree Strongly Disagree
6. The calligraphy practice helped my child learn Chinese.
 Strongly Agree Agree
 Disagree Strongly Disagree
7. My child was interested in the Chinese character structure analysis to understand the history of Chinese character evolvement.
 Strongly Agree Agree
 Disagree Strongly Disagree
8. The Chinese character structure analysis to understand the history of Chinese character evolvement helped my child learn Chinese.
 Strongly Agree Agree
 Disagree Strongly Disagree
9. My child was interested in poem reciting.
 Strongly Agree Agree
 Disagree Strongly Disagree

10. The poem reciting helped my child learn Chinese.
 Strongly Agree Agree
 Disagree Strongly Disagree
11. The poem reciting helped my child know more about Chinese culture.
 Strongly Agree Agree
 Disagree Strongly Disagree
12. My child would like to have more Chinese culture activities in the future.
 Strongly Agree Agree
 Disagree Strongly Disagree
13. The Chinese culture activities made my child be more interested in learning Chinese.
 Strongly Agree Agree
 Disagree Strongly Disagree
14. Bringing cultural elements into language learning is beneficial for my child's understanding of Chinese.
 Strongly Agree Agree
 Disagree Strongly Disagree
15. I expect my child to understand Chinese culture in addition to knowing the language when he/she graduates.
 Strongly Agree Agree
 Disagree Strongly Disagree
16. I expect my child to be able to communicate with native Chinese speakers in a natural Chinese context when he/she graduates.
 Strongly Agree Agree
 Disagree Strongly Disagree
- 17. What are your overall thoughts about including the teaching of Chinese culture into the Chinese language lessons?**

Appendix H
Parent Interview Questions

Parent Interview

Introductory script:

Thank you for coming today. The purpose of this interview is to find the parents' perspectives of including cultural elements in the language teaching. You do not have to answer any questions if you do not want to. Answering or not answering questions will not affect your child's grade. You can stop the interview at any time.

Guiding Questions:

As I have communicated every week, I have been incorporating culture intentionally throughout the course.

1. What can you tell me about your perceptions of incorporating Chinese culture in my Chinese language classroom?
 - a. Did you discuss any of the cultural activities with your child during this unit?

If yes, what did you discuss?
If no, continue to question b.
 - b. During unit 2 when cultural activities were included, did you notice any differences in the way your child talked about their Chinese learning?

If yes, what differences did you notice?
If no, continue to question 2.
2. What can you tell me about your child's learning experiences?
 - a. How do you feel the cultural activities impacted your child's learning?
 - b. How do you feel the cultural activities impact your child's academic performance?
3. Overall do you think the cultural activities will be beneficial for your child's Chinese learning?

Thank you so much for taking the time for the interview. I am very grateful for your valuable input.

Appendix I

Example of the Grading of the Sentences for Unit Tests

17

二年级中文第一单元测验
(Second Grade Chinese Unit 1 Test)

姓名 学号

日期 成绩 69/100

一、 听写 (Dictation) (28%)

- | | | |
|----------------|------------------|----------------|
| 1. <u>习</u> ✓ | 2. <u>乱</u> ✓ | 3. <u>? 读</u> |
| 4. <u>孝</u> ✓ | 5. <u>室</u> ✓ | 6. <u>书</u> ✓ |
| 7. <u>星</u> | 8. <u>今</u> × 期 | 9. <u>? 放</u> |
| 10. <u>? 清</u> | 11. <u>又</u> 孔 ✓ | 12. <u>? 做</u> |
| 13. <u>讲</u> ✓ | 14. <u>? 写</u> | |

+14

二、 写出下面字的第四画

(Write The 4th Stroke of The Following Characters) (8%)

- | | | |
|-----------------|-----------------|-----------------|
| 1. 在 <u>5</u> ✓ | 2. 欢 <u>7</u> ✓ | 3. 那 <u>1</u> × |
| 4. 吗 <u>7</u> ✓ | 5. 今 <u>7</u> ✓ | 6. 告 <u>7</u> ✓ |
| 7. 系 <u>1</u> ✓ | 8. 做 <u>1</u> ✓ | |

+7

三、 数笔画 (Count The Number of Strokes) (8%)

1. 画 9 ✓ 2. 谁 10 ✓ 3. 歌 14 ✓
4. 放 8 ✓ 5. 教 11 ✓ 6. 再 6 ✓
7. 她 6 ✓ 8. 谢 12 ✓

+7

四、 组词 (Make Phrases) (24%)

1. 字 写字 ✓ 2. 午 中午 ✓
3. 歌 唱歌 ✓ 4. 听 听个 X
5. 那 那一个 ✓ 6. 记 记一记 ✓
7. 笔 红笔 ✓ 8. 关 书关 X
9. 书 本书 ✓ 10. 本 本书 X
11. 没 没个 X 12. 再 再(月) X
见

+14

五、造句 (Make Sentences) (20%)

1. 学习

我在学校学习。

2. 这是

这是我的妈妈。

3. 今天

今天^晴是晴天。✓

4. 礼貌

我有礼貌。✓

+9 六、读课文 (Read The Text) (12%)

-3 告诉 听真

Appendix J

Example of the Grading of the Reading Errors for Unit Tests

5

二年级中文第二单元测验
(Second Grade Chinese Unit 2 Test)

PLEASE
SIGN &
RETURN

姓名 Danu Jia 学号 _____

日期 _____ 成绩 55/100

一、 听写 (Dictation) (28%)

- | | | |
|----------------|------------------|-------------------|
| 1. <u>? 果</u> | 2. <u>? 具</u> | 3. <u>答</u> ✓ |
| 4. <u>? 唱</u> | 5. <u>手 收</u> | 6. <u>又 又 × 房</u> |
| 7. <u>常 拾</u> | 8. <u>觉 间</u> | 9. <u>? 件</u> |
| 10. <u>思</u> ✓ | 11. <u>zuo 作</u> | 12. <u>? 跟</u> |
| 13. <u>? 远</u> | 14. <u>都</u> | |

+6

二、 数笔画，填空 (Count the strokes and fill in the blanks) (12%)

- (1) “买” 一共有 六 ✓ 画，第三画是 、 ✓。
- (2) “亮” 一共有 十 ✓ 画，第六画是 、 ✓。
- (3) “饿” 一共有 十 ✓ 画，第五画是 、 ✓。
- (4) “考” 一共有 六 ✓ 画，第六画是 、 ✓。
- (5) “很” 一共有 九 ✓ 画，第四画是 、 ✓。
- (6) “蛋” 一共有 十 ✓ 画，第六画是 、 ✓。

+9

三、 组词 (Make Phrases) (16%)

1. 很 很多 2. 玩 ?
3. 卡 银行卡 4. 亮 月亮
5. 别 别人 6. 洗 洗手
7. 明 明天 8. 双 双手

+13

四、 造句 (Make Sentences) (20%)

1. 昨天

昨天我去学校。

2. 觉得

我的妈妈说觉得我长大了。

+12

3. 可是

可是中文的老师。

4. 双手

我洗手我的双手。

五、 连词成句 (Put the Given Words in the Correct Order to Make Sentences) (10%)

1. 我们 生日 歌 唱 一起

我们一起唱生日歌。

我们唱歌一起。

2. 哥哥 书 爸爸 买 明天 和 去

明天爸爸和哥哥去买书。

明天爸爸和哥哥去买书。

3. 大脑 大家 思考 用

大家用大脑思考。

大家用大脑思考。

4. 写 哥哥 会 汉字

哥哥会写汉字。

哥哥会写汉字。

5. 会 云云 说 不会 汉语

云云会不会说汉语？

云云会不会说汉语？

六、 照例子找出不同类的词，把它写在()里。(Fill in each blank with the word which does not belong to its group after the model) (6%)

例：面包 蛋糕 牛奶 昨天 (昨天)

1. 哥哥 牛奶 姐姐 爸爸 (牛奶)

2. 说 讲 洗 书 (说) 书

3. 谢谢 再见 孩子 没关系 (再见) 孩子

4. 书包 本子 笔 东西 (笔) 东西

+6 七、 读课文 (Read the Text) (8%)

(-2)

脑 做 工 万