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A STUDY ON THE SOCIAL AND CULTURAL CONTEXT OF TOYS FOR PRIMARY SCHOOL CHILDREN COMPARATIVE STUDY OF TRANSNATIONAL TRANSFER STUDENTS AND LOCAL STUDENTS

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ABSTRACT

In response to the post-epidemic relationship and other factors, the number of students who transfer from abroad is increasing daily. The timing and reasons such children return to their hometown to study nowadays are extremely diverse, often appearing in the floating population, emergencies, and individual cases.

At present, more and more "international transfer students" appear in the education system of their hometown and home country, and they are facing great difficulties in academic and interpersonal relationships. Because of their lack of language skills, such children cannot successfully integrate into the education system after returning to their hometowns. In order to protect students' learning rights and avoid becoming "guests in the classroom," this study starts from the social and cultural context of toys among elementary school children; Analyzed and explored their cultural background through evaluation constructs, user journey maps, questionnaires, and applied grounded theory in qualitative research, as well as their emotional ups and downs during the game. Explore objects' meaning and relationships represented in the social culture of children to explore the emotional motivation of school children and the preferences of product modeling. It aims to understand the relationship between personal emotional fluctuations, environmental and behavior of use, hoping to create more possibilities for future curriculum development and toy design. This study adopts between-subjects design to investigate the acceptance level and psychological experience process of 120 elementary school children in the process of experiencing the interactive integration of toys into learning. Among them, 60 students are Eastern Asians and 60 are Western foreign students. Interview and record analysis. And from the popular toys on the e-commerce platform on the market, 20 items were screened out one by one for the classification of interactive toys and experience , integrated into

the research and investigation of these 120 elementary school children, observed and recorded through questionnaires and interviews.

***Keywords:** international transfer students, Evaluation constructs, Experiential Value, Grounded theory, Children's DISC Behavioral Patterns Test Form*

1 INTRODUCTION

Due to the post-epidemic and other factors, more and more children of new residents in Taiwan have flowed into the education systems of Taiwan and other countries due to family factors. Because of their lack of Chinese language ability, these children of new residents have to deal with schoolwork and interpersonal skills when they return to Taiwan. Relationships are greatly challenged.

These students are usually demoted or entered into tutoring classes because their Chinese proficiency cannot keep up with the students of the same grade. However, in Taiwan's teacher training system, there is a lack of teaching training specifically for teaching students whose native language is non-Chinese. Therefore, for teachers, communication problems often lead to a sense of helplessness in teaching; For students, the unfamiliarity and communication barriers brought by Chinese often make them anxious about learning Chinese. The purpose of this study is to explore the communication strategies, cultural contexts, and the factors that affect the interaction patterns and backgrounds of primary school children from international backgrounds when interacting with local primary school children in toy games.

This study adopts between-subjects design to investigate the acceptance level and psychological experience process of 120 elementary school children in the process of experiencing the interactive integration of toys into learning. Among them, 60 students are Eastern Asians and 60 are Western foreign students. Interview and record analysis. And from the popular toys on the e-commerce platform on the market, 20 items were screened out one by one for the classification of interactive toys and experience toys, and integrated into the research and investigation of these 120 elementary school children, observed and recorded through questionnaires and interviews. The type of curriculum that can be designed in the future, and how to use what type of toys to integrate the learning process of East Asian students and Western cross-cultural students.



Figure 1. Classification of interactive toys and experiential toys

1.1 Research background and purpose

With the wave of globalization and the rise of regional economy, transnational population migration has become a common trend and phenomenon in all countries, and Taiwan is no exception. The trend of population migration also appears.

According to the statistics of the Taiwan Immigration Department of the Ministry of the Interior, the number of foreign residents in Taiwan in 1981 was only 44,441, and in 2010 it had reached 671,375. In this wave of international migration, in addition to the introduction of foreign workers, China has also launched an era of frequent cross-border and cross-strait intermarriage. According to statistics from the Immigration Department of the Ministry of the Interior, as of the end of 2010, there were 521,136 new residents. The number of second-generation children has exceeded 380,000, and the number of new resident families in Taiwan is considerable, which shows that Taiwan has transformed into a multicultural immigrant society.

In recent years, although the phenomenon of marriage immigration in Taiwan has retreated slightly, but after a long period of accumulation, the number of new residents has reached a certain proportion in the total population of our country.

These transnational students lack informal social support networks from their native families, relatives and friends, coupled with language and cultural barriers, which limit the satisfaction of their needs and social activities among their classmates.

However, these new residents are discriminated and treated unequally in the formal social system, or due to lack of information and legal gaps, making the process of seeking help bumpy, and even hitting walls everywhere.

In addition, with the evolution of the marriage immigration process in Taiwan, the rights and interests of the new resident students in Taiwan and the difficulties they face will take on different appearances. However, whether the relevant government policies, laws, systems and measures can be timely and systematically responded to. It is worthy of in-depth study to make the new residents smoothly integrate into Taiwan society.

Zhong Zhen-Cheng (2017) defines students who have received education abroad for a certain period of time in the non-Taiwan state education system, or who have been transferred to Taiwan state education and other education systems several times, as "transnational transfer students".

1.2 Research object

Most of the children in this study are between the ages of seven and twelve, are currently enrolled in the third to sixth grades of a public elementary school in Taiwan; A few cases are middle and lower grade students. Because the 7-12-year-old schoolchildren are middle and senior grades students, their comprehension and expression abilities are relatively clear and thorough, so these four grades are the main research objects.

2 LITERATURE REVIEW

2.1 International transfer students

According to the operational definition of Zhong Zhen-Cheng (2017), the transnational transfer students defined in this study refer to "students who have received education for a certain period of time in a foreign non-Taiwan state education system, or who have been transferred several times in Students of Taiwan's state education and other education systems.

"The subjects of the study may be born in Taiwan or elsewhere and go to school in other places, and then return to Taiwan to continue their bridging education. The research subjects of this study all went to primary school abroad, and then returned to Taiwan to receive education, but the living environment was mainly Chinese.

Zhong Zhen-Cheng (2015) believes that mother tongue, first language, and second language have a dynamic relationship, and its causes include: field, learning sequence, thinking and cognition, policy and planning, interpersonal, self-determination, ethnic group Identity, ability, and frequency of use are nine factors, and these nine factors also reflect the language development process of these transfer students. From Chinese language learning in childhood to primary school, these nine factors also follow the transfer students' internationalization. The flow between them brings out its transfer needs in the nine major factors.

2.2 Social culture

According to a study published in the American Journal of Public Health, preschoolers who know how to share, collaborate and help others are more likely to earn a college degree and full time job 20 years later than children who lack these social skills. Children who get along well with others are also less likely to drink excessively and break the law. The study followed nearly 800 students over 20 years.

The results suggest that certain social-emotional abilities in children may be strong predictors of future life outcomes. "These social-emotional competencies may be reflected in their ability to perform well in school, pay attention and adapt to their surroundings," said Damon Jones, a research assistant professor at Penn State.

"The research doesn't show that willingness to share makes life better, but refusing to share makes life worse for kids. But schoolchildren who interact well with others are more likely to make friends and receive positive feedback from teachers, so they enjoy school and learn more. Jones shows that in early education, when they are still willing to change behavior, identify children's social weaknesses early and help children.

Through life, work, and getting along with friends, people spend time and energy engaged in various social activities, carry out various personal and social interactions. In other words, people look for various activities and purposes in social situations: make friends, know others, and be recognized by others. Appreciating, controlling and relying on others, giving support and helping others, etc., because people seek their own purpose in social situations, and constitute a dense and complex social behavior and organization. According to current social theoretical knowledge, social behavior is eight different products of drives, which can be defined as a persistent tendency to seek a purpose, is a source of energy.

Exploring social and cultural contexts and interactions can understand the development of interpersonal relationships between students from different nationalities and backgrounds because of toy objects, such as incorporating toy objects into the content of daily chats, or making friends because of playing with toys, using objects to build or expand One's own interpersonal relationships, whether they are hobbies for entertainment or knowledge learning, can establish emotional exchanges, inspire will, stimulate life's joy, and promote learning interaction and mental health. Therefore, establishing a social support network for transnational school children is to maintain psychological optimism. One of the important conditions related to learning motivation.

The social ability and behavior of schoolchildren is a social support network way for individuals to gain self-affirmation in interacting with others. While obtaining the affirmation, it is also the negative pressure of personal emotions, such as anxiety, anxiety, tension, negativity, etc. An effective way to relieve stress. On the contrary, in the process of stress relief, after all kinds of negative emotions disappear, a state of psychological balance can be established, and the quality of social skills and behaviors can be further improved, and then a psychological balance can be obtained. Therefore, personal social skills and behaviors are closely related. Mental balance and health are mutually causal.

2.3 Communication strategy

Communication strategy (CS) was first proposed by Selinker (1972), but he did not define the term communication strategy in detail, and then Tarone (1977) first defined the term "communication strategy", which refers to the use of a language by individuals. In order to overcome the method used when the language structure is insufficient to convey its semantic connotation, Tarone and Yule added communication strategy into one of the projects of language competence in 1989, and more and more scholars began to focus on communication strategy. Definition and classification research, such as: Faerch and Kasper (1983b), Dörnyei and Scott (1995) and others, and even some scholars believe that communication strategies are also part of learning strategies, such as: O'Mally and Chamot (1990), Oxford (1990).

Among them, in the classification and definition of communication strategies, Dörnyei and Scott are the masters who divide communication strategies into two main dimensions. One is the dimension of problem-orientedness, which refers to the dimension of CS Occurs mainly when people have a conversation in order to solve the problem of communicating in a second language; Second, the dimension of consciously adopting strategies (Consciousness) refers to the emergence of CS as a method for the interlocutor to organize his limited language through thinking and output.

Dörnyei and Scott also analyzed previous research on communication strategies and found that scholars generally limit communication strategies to "negotiating" semantic information, but they believe that the interpretation of communication strategies should involve all language-related issues. Methods that can solve language communication problems should be included in the definition of communication strategy. Dörnyei and Scott extended the classification method of communication strategies, and the classification methods of the three items they proposed also have clear corpus definitions, so the researcher adopts Dörnyei and Scott's communication strategy definitions and methods as the classification of this study. in accordance with.

The communication strategies used by students are also a manifestation of learning. However, in the current academic research in Taiwan, most of the literature related to communication skills takes leaders or the general public as the main research objects, and the research direction of communication strategies in Taiwan is Most of it lies in the leaders and educators of the enterprise itself.

There are few studies on communication strategies by Taiwanese scholars on the learners' own CSL, and most of the few studies on communication strategies focus on foreign language learning. Research and summarize the phenomena observed in the teaching activities of bilingual communication strategies and the advantages brought by the training of communication strategies.

Zeng Rongyu (2015) and Pan Aima (2015) both studied college students and above. Zeng Rongyu believed that a culture with low context and a small power gap would affect the display of their communication strategies, while Pan Aima believed that language Students with higher levels of anxiety use more communication strategies.

In foreign research, English as a second language communication strategy research is mainly, such as Tarone (1977), Faerch and Kasper (1983a, 1983b), Bialystok (1983), Dörnyei and Scott (1995).

This study aims to explore the communication strategies of primary school children in Taiwan where Chinese is their second language. It is hoped that the research results can be used as a reference for the language learning of international transfer students in the future.

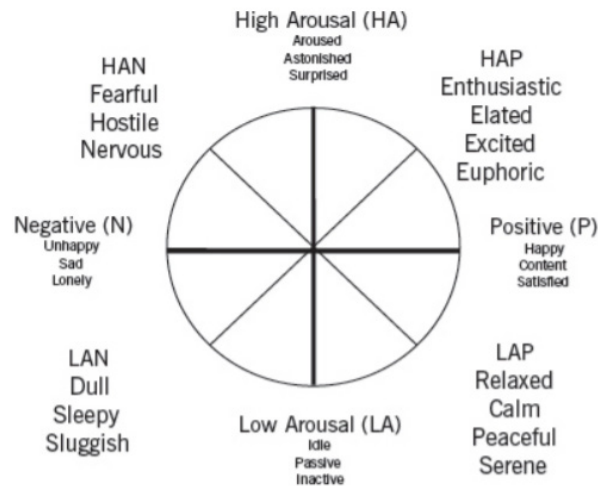


Figure 2.Two-dimensional model of affect. (HAP, high arousal positive states ; LAP, low arousal positive states; HAN, high arousal negative states; LAN, low arousal negative states.)

2.4 Experiential Value

Through the results of subjective and objective comparison, judgment and deliberation, people express their beliefs and ideas, that is, people's values. Experience originates from the events that occurred and the mental state at that time is actively formed. It is a response to stimuli and creates a special consumption response. Value is the influence of long-term experience on consumer behavior, which will be converted into a concept and viewpoint of consumers. Value is interpreted from the perspective of experience, and value can also be defined as an interactive, relative and preferred experience (Holbrook, 1996; 1999), and experience value is the value creation after experience. Consumer perceived value is composed of three core driving factors, namely product value, service value and experience value.

The experience of products or services provided by consumers from stores or enterprises is the value derived from inner feelings, that is, experience value. The core of consumer value lies in experience, not the products or services they buy, and the experience they feel during the experience. Tangible product value or service transcends value with intangible emotional value, immersing consumers in the context of consumption, and leaving a deep impression on consumers. The consumer experience itself is also rich in value.

It is a sublimation of service value, a kind of spiritual satisfaction from the heart, and will form a deep memory or produce a good aftertaste. Zhou Congyou and others believe that experience value promotes products and services through experience, so that consumers have a sense of identity and value, and then affect consumers' consumption behavior.

Consumers interact with products and services directly or through a distance, and this interaction provides the generation of experience value perceptions and the basis of provider preferences; However, Mathwick, Malhotra and Rigdon believe that experiential value is the cognition and relative preference for product attributes or service performance. The interactive process can enhance the experiential value, but the interaction may help or hinder the achievement of consumers' goals.

In other words, the value feeling generated by consumers in the interactive experience of products or services is the experience value. At the same time, the experience value refers to whether the purchase of the product is consistent with the self or the group they admire after purchasing the product. feeling. Therefore, the value concept of consumers is a multi-dimensional multi-dimensional structure, and how to present the value of goods is worth paying attention to. Holbrook summarizes the experience value into three aspects, including external value and internal value; self-oriented value and other-oriented value; active value Value and passive value The traditional experience value is divided into intrinsic and extrinsic value; the intrinsic value of the spiritual level is composed of the pleasure obtained in the process, while the extrinsic value of the material level comes from the completion of the task or work.

Holbrook adds "self-direction" and "other-direction" to the traditional classification of experiential values of intrinsic and extrinsic values, where self-direction refers to influence on oneself, and other-direction refers to influence on others other than oneself; and activities Dimension, including passive and active value points, believes that passive value comes from consumers' understanding, evaluation and response to consumption goals, and active value comes from the cooperation between consumers and marketing entities to form a three-dimensional experience value matrix including efficiency, fun , excellence, aesthetics, status, ethics, respect and spirituality.

Mathwick, Malhotra and Rigdon define experiential value as promoting consumers to achieve their consumption goals or intentions, their feelings towards products and their preferences caused by interaction during the consumption process; and they propose an experiential value scale to measure experiential value. The structure of experience value type, that is, internal, external value and active and passive value are developed into four dimensions of experience value measurement, namely consumer investment remuneration, service superiority aesthetics and fun. Because it is difficult to distinguish active and passive value, There are some difficulties in practical application, so Holbrook once again proposed the two-matrix experience value measurement in 2006, including external value and internal value; self-oriented value and other-oriented value, developed into four dimensions: economic value, hedonic value Value, social value and altruistic value are described below and shown in Table 1.

Table 1. Two-dimensional experience value

	Extrinsic value	Intrinsic Value
Self-directed value	Economic Value	Hedonic value
Other-Oriented Values	Social value	Altruistic value

1. Economic value: refers to the product or consumer experience as a means to achieve the consumer's own goals, such as whether the product is worth the money or is of good quality.

2. Hedonic value: It refers to the pleasure that consumers get from the consumption process, or the aesthetic enjoyment they can feel from it, such as getting pleasure from consumption or appreciating beautiful things in the consumption process.

3. Social value: Refers to personal consumption behavior as a means to shape the reaction of others, in short, to obtain the reaction or influence of others, for example, this consumption strengthens others' goodwill towards me and has self-confidence.

4. Altruistic value: refers to how personal consumption behavior has a positive impact on others, related to morality or some kind of spiritual ecstasy.

This study adopts the two-dimensional experience value proposed by Holbrook in 2006 as the experience value after the interaction of toys for elementary school children of different nationalities. And put forward a research: What is the current situation of the experience value of toys after interaction?

3 RESEARCH DESIGN AND METHODS

This chapter is divided into three parts, which are the evaluation construction method, the grounded theory and the DISC child behavior scale, and the others are the design of interviews and questionnaires, which are described as follows:

The "evaluation structure method" mainly conducts interviews with highly involved groups, and sorts out authentic and credible evaluations and opinions from actual behavior cases through paired comparisons of various characteristics; Even the correspondence between abstract feelings and specific conditions, which is often difficult to capture, can be collected through this method. The study introduces the evaluation structure method of Charm Engineering and the "two-dimensional scale" of the Kano quality model, and clarifies the correlation between the integration of different toys into teaching design attributes and the learner's experience satisfaction and learning effect, and determines the quality classification of each toy design attribute. , in order to summarize the attractive experience and learning factors of toy design integrated into elementary school teaching, which can help teachers and designers or learners to create more effective teaching effects.

This research starts from the toy social culture context of 120 elementary school children; Through evaluation construction method, questionnaire survey and application of grounded theory in qualitative research to analyze and explore their cultural background, and conduct in-depth interviews with students on their learning and interaction patterns, as well as their emotional changes during the game, to explore the social culture of objects in elementary school children The meaning and relationship represented by the following, and reflect the intangible information and resource exchange in social cultural activities from the objects, and then review and verify the explanation of the social cultural behavior of toys; To understand the relationship between personal and environmental factors and toy use behavior.

4 ANALYSIS AND CONCLUSION

This study takes the social and cultural context of toys of primary school children in the East and the West as an example to explore the differences in the experience and communication cognitive evaluation of primary school children's experience of integrating toys into curriculum design, and to clarify the benefits, advantages and disadvantages of different types of designs in message communication and experience creation ; It also discusses the learning motivation of elementary school children, and discusses the learning benefits of different types of toys integrated into the curriculum design for different types of knowledge, so as to effectively enhance the educational function.

Table 2. Summary table of t-tests for different gender variables and experiential values (N=120)

structure	Item	Gender	Number	Average	Standard deviation	t	two-tailed test (p=0.05 level)
Economic Value	I think this game interaction has the opportunity to try different toys is worth it.	boy	68	4.16	0.776	2.734	0.007**
		girl	52	3.90	0.793		
	I would like to spend time on toys to interact with my classmates.	boy	68	4.12	0.782	1.685	0.093
		girl	52	3.96	0.838		
Hedonic value	I find it enjoyable to interact with my classmates with toys.	boy	68	4.28	0.767	2.575	0.010**
		girl	52	4.05	0.781		
	I think toy interaction gives me spiritual support.	boy	68	3.97	0.839	1.585	0.114
		girl	52	3.81	0.892		
	I think toy interaction makes life full of hope.	boy	68	4.01	0.870	1.451	0.148
		girl	52	3.86	0.898		
Social value	I think the interactive integration of toys into learning gives me a sense of accomplishment.	boy	68	3.99	0.818	1.557	0.120
		girl	52	3.84	0.815		
	I think playing with toys can gain relevant knowledge about learning.	boy	68	3.93	0.882	3.606	0.000***
		girl	52	3.55	0.917		
Altruistic value	I think playing with toys can help me learn to get along better with my classmates.	boy	68	4.14	0.768	3.652	0.000***
		girl	52	3.79	0.876		
	I think this can promote my thinking on issues related to disciplinary knowledge.	boy	68	3.94	0.858	2.945	0.004**
		girl	52	3.63	0.930		
	I think this can facilitate my action to learn subject knowledge.	boy	68	3.85	0.847	2.632	0.009**
		girl	52	3.58	0.892		
		*p<0.05	**p<0.01	***p<0.001			

As shown in Table 2., different gender variables have significant differences in the four dimensions of experiential value, and boys are more agreeable than girls. In economic value, boys are more likely to agree such expenses are worthwhile, and boy respondents in hedonic value feel more pleasant than agreeing to interact with their classmates with toys; In the part of social value, boy respondents agreed that they could gain subject-related knowledge, and in altruistic value, boys felt that they could learn to get along better with their classmates, and promote their own thinking and actions on issues related to learning subject knowledge.

Table 3. Summary table of t-test of variables and experience value of students of different nationalities (N=120)

Structure	Item	Nationality variable	Number	Average	Standard deviation	t	two-tailed test (p=0.05 level)
Economic Value	I think this game interaction has the opportunity to try different toys is worth it.	Foreign students	48	4.17	0.761	2.098	0.037*
		Asian students	72	3.95	0.799		
	I would like to spend time on toys to interact with my classmates.	Foreign students	48	4.13	0.760	1.268	0.206
		Asian students	72	3.99	0.836		
Hedonic value	I find it enjoyable to interact with my classmates with toys.	Foreign students	48	4.29	0.705	1.806	0.072
		Asian students	72	4.09	0.800		
	I think toy interaction gives me spiritual support.	Foreign students	48	3.99	0.860	1.233	0.219
		Asian students	72	3.84	0.878		
	I think toy interaction makes life full of hope.	Foreign students	48	4.11	0.910	2.154	0.032*
		Asian students	72	3.86	0.877		
Social value	I think the interactive integration of toys into learning gives me a sense of accomplishment.	Foreign student	48	4.11	0.808	2.535	0.012*
		Asian students	72	3.84	0.812		
	I think playing with toys can gain relevant knowledge about learning.	Foreign students	48	4.11	0.790	4.867	0.000***
		Asian students	72	3.57	0.921		
Altruistic value	I think playing with toys can help me learn to get along better with my classmates.	Foreign students	48	4.14	0.785	2.500	0.013*
		Asian students	72	3.86	0.862		
	I think this can promote my thinking on issues related to disciplinary knowledge.	Foreign students	48	4.07	0.786	3.748	0.000***
		Asian students	72	3.65	0.929		
	I think this can facilitate my action to learn subject knowledge.	Foreign students	48	3.99	0.807	3.472	0.001**
		Asian students	72	3.60	0.887		
		*p<0.05	**p<0.01	***p<0.001			

As shown in Table 3., transnational transfer students and Western immigrant students are combined into "foreign students", and students from other Asian countries who return to Taiwan to study with Taiwanese students are combined into "Asian students", a total of two groups are conducted independently Sample t-test. From the research results, it can be found that there are significant differences in the four dimensions of experiential value, and all respondents from Western foreign students are more agreeable than those from Eastern Asian primary school students. In terms of economic value , Transnational transfer foreign students feel that this kind of expense is worthwhile, from the perspective of hedonic value, Western foreign students think that life is full of hope after interacting with toys; The part of social value is that foreign students feel more fulfilled and can learn relevant knowledge of subject content; From the perspective of altruistic value, foreign students feel that they can learn to get along better with their classmates, and promote their thinking and actions on issues related to subject knowledge. This part may also be related to their less frequent contact with relevant information and knowledge. Using different types of toys interacting with classmates of different cultures can also learn some information, so they feel that the cost is worthwhile, and have a sense of hope and achievement.

The following are the results of this research:

1. Integrate the results of the three-phase interviews in this study to clarify the planning procedures, experience, and design thinking aspects of the integration of different types of toy cultures into instructional design, and to clarify the relationship between the emotional attributes of the charming experience and the attributes of instructional design through a visual hierarchy diagram, to understand the preference trend of elementary school children.
2. Through the comparison of the differences in students' experience evaluation, learning theme information communication and satisfaction through the integration of different toys into teaching modes, the advantages, and disadvantages of different concept types for the creation of learning experience are clarified, which can be used as a reference for future teaching design.
3. For elementary school children after learning and designing different types of toy communication contexts and cultures, compare the learning effects of the curriculum topics, clarify the applicability of different types of concepts to the learning of different knowledge types, and summarize the results of comparison and analysis to guide future teaching design. Reference basis for teachers' teaching material design.
4. The Kano quality model is used to clarify the correlation between different curriculum design attributes and learner experience satisfaction and learning effectiveness, and to determine the quality classification of various types of toy culture integrated into the teaching curriculum design attributes, so as to summarize the attractive experience and learning factors, which can help curriculum designers or educators and policy makers are more successful in creating effective teaching.
5. Through quantitative analysis, we can clarify the numerical relationship between the design attributes of different toy types and the experience preference and learning effect, and the feelings can be described numerically, which can be more accurately used as future design development and prototype inference.
6. This research integrates the qualitative and quantitative results, and summarizes the correlation between the experience evaluation and learning benefit, curriculum design experience evaluation and learning satisfaction, and learning satisfaction and learning benefit of the integration of different types of toy cultures in the East and the West into instructional design. , and sorted out the principles of attractive experience curriculum design, which will help educators and curriculum designers to effectively build a teaching design that has experience fun, educational functions, and enhances the satisfaction of learning outcome.

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